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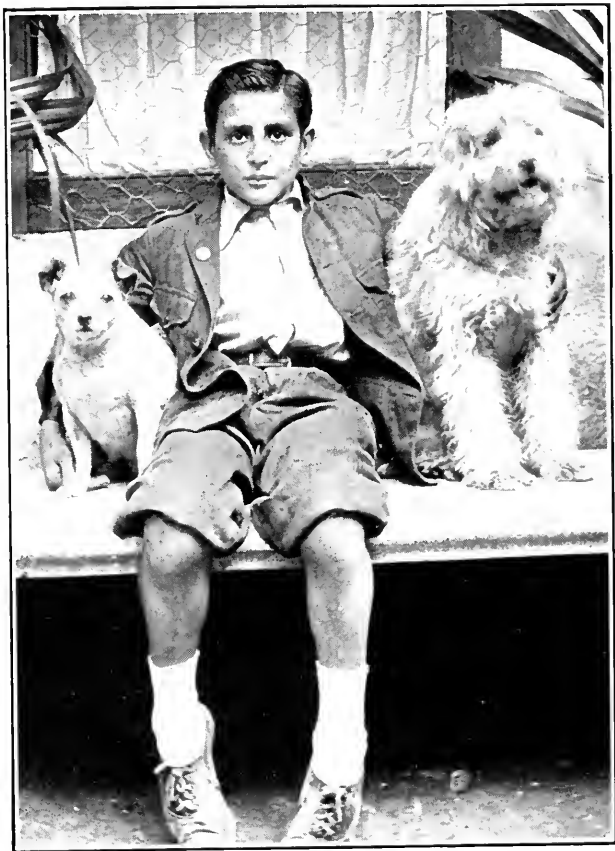
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THOUGHTS
ON
HUMANE EDUCATION

SUGGESTIONS
ON
KINDNESS TO ANIMALS
AND NOTES ON
THEIR HABITS AND USEFULNESS

ARRANGED BY
HARRIET C. REYNOLDS
Vice-President, American Humane Education Society

Introduction By
DR. P. P. CLAXTON
U. S. Commissioner of Education

HUMANE PUBLISHING COMPANY

Washington, D. C.

1919

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FOREWORD.

"Thoughts on Humane Education and Kindness to Animals," while useful for anyone, has been arranged chiefly for teachers, particularly those in the states (now 17 in number), where humane education is compulsory. Many teachers, especially in the larger cities, cannot readily inform themselves concerning the habits and needs of animals, and it is believed that such will find the book of material value in connection with their work. It is essentially a book for adults rather than one to be used directly by the children.

The first few pages are to show the need and importance of Humane Education and the good resulting therefrom. The rest of the book is devoted to teaching the habits, usefulness of and kindness to animals, especially the domestic ones.

The children are fond of animals and where they can, will be with them; when cruel, it is in most cases through thoughtlessness. When a child is speaking or acting kindly, whether to a playmate or to an animal, he is developing and strengthening the tender and noble side of his character; when thoughtless or cruel, the lower and brutal elements of his nature are developed.

Dr. Harris, for many years Commissioner of Public Schools in the United States, once said before a large body of teachers:

“If a boy is cruel he must be educated out of his cruelty, if not he will become a bad citizen, and eighty percent of that class, sooner or later, will be supported by the nation as criminals. It is less expensive to educate in humanity than support as criminals later in life.”

H. C. R.

CONTENTS.

	Page
Foreword.....	3
Introduction.....	7
Brief Account of Work by Humane Workers.....	9

PART ONE

Chapter		Page
I	A Message to Fathers and Mothers.....	17
	Humane Education. An Address to Teachers.....	19
	Extracts: Mr. Angell's Address, Washington, D. C.....	24
	Extracts: Humane Education.....	25
	My Experience in the Public School.....	27
	Abstract of an Address at State Teachers' Institute	29
	Lamartine.....	32
II	Silent Martyrs of Civilization by J. Howard Moore	34
	Why I Give More Time to Humane Work, by Ella Wheeler Wilcox.....	37
	Suggestions on Humane Education, for Civic Leagues	40
	Give Him a Hammer and Saw.....	42
III	Bands of Mercy.....	43
	Suggestions for Clergymen.....	48
	Teaching Which is of Vital Importance.....	50
IV	Courses of Study. Humane Education.....	53
	The Voice of the Voiceless, by Ella Wheeler Wilcox.....	60

PART TWO

V	The Dog.....	62
VI	Mollie Whitefoot's Vacation.....	86
VII	The Horse.....	98
VIII	The Mule.....	118
IX	The Donkey.....	124
X	Hints on the Care of Cows.....	131
	The Goat.....	134
	A Few Facts About Sheep.....	134
	Kindness to Sheep.....	135
	The Sheep and the Goat.....	137

CONTENTS—Continued.

Chapter	Page
XI Pigs.....	139
The Rabbit.....	141
Furs.....	143
The Steel Trap.....	144
Jailed in the Zoo.....	144
Exhibitions of Trained Animals Should be Discouraged	146
Exploitation of Animals for Private Gain.....	146
Pity the Poor Seal.....	147
XII Birds. The Prayer of a Caged Canary.....	149
How the Birds Help the Farmer.....	150
Pity the Poor Parrot.....	158
From Bible Nature Studies.....	159
The Provident Woodpecker.....	159
Poisoned Ground.....	160
XIII Animal Trades.....	163
The Toad.....	164
The Honest Old Toad.....	165
Animals and Their Tools.....	166
Ants.....	167
The Spider.....	167
What Anyone Can Do.....	168
One Woman in England.....	170
Christ Crucified.....	172

INDEX

Extracts from Humane Sermons.....	174
Suggestive Helps.....	180
Lincoln's Early Love for Animals.....	181
Short Quotations.....	182
What Great Philosophers Say.....	184
The Animal Rescue League.....	186
Testimonials from States having Compulsory Humane Education Laws.....	189
Quotations from Eminent Scholars and Authors.....	194
Subjects for Composition.....	199
The American Humane Association.....	201
The American Humane Education Society of Boston.....	203

INTRODUCTION.

The really great are ever gentle and kind, and the greatest are the kindest and most gentle. Cruelty and indifference to the feelings of one's fellows or of any sentient beings are marks of coarseness of nature, or want of proper instruction and training. Fineness of fibre, inherited or acquired, in man or woman, as in woods and textiles and cordage, is a sure element of strength.

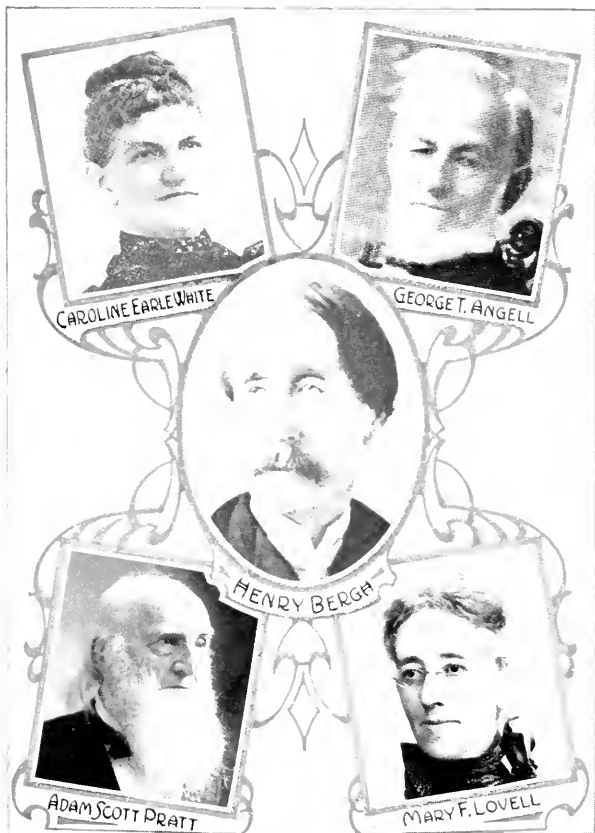
Thoughtfulness of the feelings and interests and welfare of others comes chiefly from careful instruction and training in childhood and youth. Learning to think and care for the welfare of wild and domestic animals makes one more thoughtful and careful of the feelings and welfare of men, women and children. When we read the story of Captain Robert E. Lee, stopping in the midst of a battle of the Mexican War to place a young and unfledged birdling back in the nest from which it had fallen, we know that General Lee, commanding the armies of the Confederate States, will be thoughtful of the welfare of his own men and guiltless of cruelty to his enemies, and that he will win the love and respect of both. The story of his education furnishes the key to his character.

The more comprehensive, the stronger is good will. How much richer and fuller is the life of the man or woman who has learned to sympathize with all nature and to treat all creatures kindly and mercifully. For indeed the quality of mercy is not strained. It blesses him that gives even more than him that receives. Our best living is not in abstract and logical thinking, but in true and kindly living and in actions prompted by good will. He who has learned to regard the birds as little brothers of the air and to look upon domestic animals and the beasts of the field as his less fortunate kindred who need his help finds a pleasure in their color and voice and motions, and a joy in the contemplation of their habits unknown to those who are without this feeling of kinship. He, feels as others cannot, the throb of the life of the world, and rejoices in the recognition of his kinship with the universe.

The teaching which leads to these results is a part of the inalienable rights of all children and must be included in the education of home and school if we would replace the old cruelties by thoughtful kindness and make the new world a world of freedom and progress and brotherly love.

Washington, D. C.
January 3, 1919

P. P. CLAXTON.



Pioneers in the Protection of Animals

Henry Bergh founded the first Society for the Prevention of Cruelty to Animals in the United States in 1866. He invented the clay pigeon to be used as a target, instead of the live bird. He introduced the derrick for lifting animals from pits, excavations, etc., and was the first to use a veterinary ambulance. He also organized the Society for the Prevention of Cruelty to Children. He remained President of the Society for the Prevention of Cruelty to Animals to the time of his death in 1888.

“When our courage falters, let us remember, Henry Bergh in his weary conflicts with brutality in the congested streets of New York; his brave indifference to scoffs, and threats, and ridicule; let us remember him, and press on in the path made easy for us by the hardships he endured.”—*Mary F. Lovell*.

Next to Henry Bergh, Mrs. Caroline Earle White was the pioneer in humane work in this country. What he did for New York, Mrs. White did for Pennsylvania. She organized the Pa. S. P. C. A. in 1867 and later the Pennsylvania Society for Prevention of Cruelty to Children. She was also largely instrumental in organizing the American Humane Association. She was president of the Woman's Pa. S. P. C. A. up to the time of her death, a period of 47 years.

George T. Angell, born June 5, 1823, organized and incorporated the S. P. C. A. of Massachusetts in March, 1868. The following May he began the publication of a monthly magazine entitled "Our Dumb Animals." In July 1882 he organized the first American Band of Mercy and a few years later he organized the American Humane Education Society. Mr. Angell continued President of these societies until his death in 1910.

The Washington, D. C., Humane Society was chartered as the Association for the Prevention of Cruelty to Animals on June 21, 1870. Theodore Gatchel was the first President, serving until 1878. Adam Scott Pratt was President from 1889 to 1900. He organized a Humane Education Committee and had a secretary appointed to speak in the schools, a practice which is still in force.

Mrs. Mary F. Lovell, on the platform and through the press, is foremost among the workers in the temperance and humane cause. She is Secretary of the woman's Pa. S. P. C. A. and was the right hand of Mrs. Caroline Earle White along all her different lines of work for the protection of animals. Mrs. Lovell, with the willing aid of Frances Willard, introduced the Department of Mercy in the National and World's W. C. T. U. and is still Superintendent of the Department of Humane Education in the World's W. C. T. U.



Leading Workers, S. P. C. A.

Mrs. Huntington Smith, organizer and president of the Animal Rescue League of Boston, has done an immense amount of work in gathering from the streets homeless animals, and either finding them good homes or humanely disposing of them. She is the founder and editor of "Our Four Footed Friends" and has written many humane stories and leaflets.

William O. Stillman, M. D., President of the American Humane Association and the Mohawk and Hudson River Humane Society and also Director of the American Red Star Animal Relief, founded the National Humane Review and is still its editor. He is well known as a public speaker and author along all lines of humane work.

Dr. Rowley, President of the American Humane Education Society and the Massachusetts Society for the Prevention of Cruelty to Animals, is editor of "Our Dumb Animals" and author of "The Humane Idea" and many humane leaflets.

Mr. Huntington Smith of Boston, long active in humane work, has invented an Automatic Electric Cage for the humane destruction of animals which has come into wide use.

Harriet C. Reynolds, Vice-President American Humane Education Society, has been interested in the protection of animals from early childhood. During the past twenty-five years, she has given her undivided attention to Humane Education and has organized humane education committees and societies in many of the states and leading countries of the northern hemisphere. She has had charge of the Humane Education Exhibits at ten international expositions, and has brought out and placed thousands of books and leaflets in the language of the countries which she visited.



Authors and Reformers Interested in Humane Education

Dr. Thomas Gilbert Pearson, ornithologist, was born in Illinois. He has enjoyed rare educational advantages and has specialized in ornithology and biology. His services as a teacher and leader have proved exceedingly valuable. He has written a number of books and articles on bird life and nature study. He has been Secretary of the National Audubon Societies since 1910. His examination of the manuscript of this little book and his criticisms proved of value both to the author and publishers.

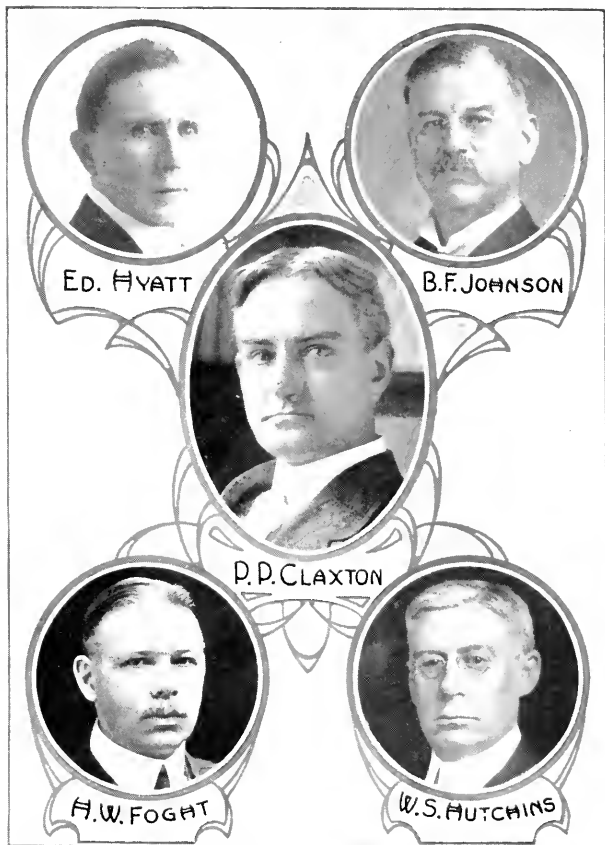
Frances Willard, the National and International President of the Woman's Christian Temperance Union, was in sympathy with the protection of animals. She wrote to Mr. George T. Angell, "I look upon your mission as a sacred one, not second to any founded in the name of Christ."

Clara Barton, the founder and President for 25 years of the Red Cross of America, was fond of animals and in sympathy with humane education. Together with Frances Willard and Lady Henry Somerset, she signed a petition to the Pope in the interest of humane education in the parochial schools throughout the world. This petition represented three organizations having over 5,000,000 members.

Ella Wheeler Wilcox needs no introduction to the American reading public. Indeed her work is world wide and her sympathetic interest in the making of men, has been a blessing and a benefit. She has always been interested in humane education and in the protection of animals.

Ella Marryott, state organizer, has made a record as a speaker in the schools and organizer of Bands of Mercy.





Leading Educators Interested in Humane Education

Dr. P. P. Claxton is a native of Tennessee and has been U. S. Commissioner of Education since July 1, 1911. He is a man of great culture and ability. He takes a broad and sympathetic interest in every effort made along educational lines. He fully realizes the importance of humane education and has consented to the preparation of the introduction to this book with the hope that it might emphasize the importance of work of this character in our schools both public and private.

Edward Hyatt, State Superintendent of Public Instruction, California. Born, Huntington, Pennsylvania. A progressive educator, greatly interested in humane education and has done a great deal to encourage work along this line in the schools of California.

Dr. H. W. Foght, a native of Norway, has had unusual educational advantages in Europe and America, has long been successfully associated with school work in the United States and has specialized on rural education. Dr. Foght's book to "Rural Teacher and His Work" is a notable publication. His kindly suggestions in regard to humane education have proved helpful to the author and publishers.

B. F. Johnson, Book Publisher. Born in Virginia. Member of the National Humane Association and the Washington, D. C., Humane Society and has taken an active interest in humane work; has especially aided in the publication of text books along humane lines.

Walter Stilson Hutchins, life-long resident of Washington, D. C. President of the Washington Humane Society for the past ten years and has taken a very active interest in humane work.

PART I—CHAPTER I

A MESSAGE TO FATHERS AND MOTHERS

To see your children grow into useful and honorable manhood and womanhood is, I am sure, the greatest wish of your life. Have you not seen broken-hearted parents mourning over the disgraceful acts of their children, sometimes sinking into an untimely grave, when under ordinary conditions they should have had many years of usefulness before them and usefulness is but another way to spell happiness. In so many cases where the child turns out badly it is the parents' fault. Some parents are too ignorant to see just where the fault lies, for the very indulgences they unwittingly granted the child proved their child's undoing. Petty cruelties exercised on the very humblest of God's creatures sometimes prove to be the blight spot that later grew into hideous acts that wrecked the character. The first command with promise is

to "honor thy father and mother." It is, though, quite as important for the father and mother to be worthy of honor.

The object of this book is to cultivate early in the heart of the child, tenderness and affection, which will grow with his growth, and lay the foundation for a beautiful life and character. Many of the noblest and best men and women speak through its pages in words of wise council and advice.

B. F. JOHNSON.

HUMANE EDUCATION

AN ADDRESS TO TEACHERS

BY EDWARD HYATT

Superintendent of Public Instruction

STATE OF CALIFORNIA

I cannot bring you anything new and strange about Humane Education, for I am not possessed of anything but what you yourselves do know.

The State of California has officially recognized the value and the necessity of this branch of education. By formal statute, regularly enacted, it has been ranked with the list of subjects prescribed for the schools of the State. So far as legislative recognition is concerned, humane education stands alongside reading, writing and arithmetic—and the other time-honored subjects of the standard curriculum.

In carrying these messages of humane civilization from the statute books to the children, translating them on the way so that those who run may read, we are entirely dependent upon the twelve thousand public school teachers who are now working for our commonwealth. It is only as we can interest them, kindle life and light and enthusiasm into them, that we can hope to see these things reappear in the children. And this is easier said than done.

But, my friends, it is really the duty of every one of us to take hold of this matter of humane education and each in his fashion find some way to pass it on to the children whose future welfares we are to serve. It is our duty to do this even when we do not know much about it and perhaps do not care much about it. For, it is the law of the land. More than that, we may be sure that it is a good and useful thing, else it would not have had the strength and vitality to push its way so far and so long. Humane education should be taken up by us, not so much for the benefit of the animal life that we seek to protect, but for the sake of the human life to which our profession is specially dedicated. We do not check our children from pulling the legs off of flies for the benefit of the flies. It is for the benefit of the children, and those who must dwell with them in future years.

It is directed at good citizenship and therein it surely deserves our best attention

For look you, kindness is necessary for him who would live successfully and happily with others; and it is necessary for the young people we are training to live with their fellows—that is civilization, that is the state we are training them for. The law of the tooth and the claw, the brutal and unfeeling spirit, peculiarly unfits

them for living in harmony with a civilized environment. That is, it unfits them for the life that they must lead.

A humane man is a better citizen than the one who is not. He is more useful and the people about him are more happy. He is a more successful citizen.

A great and splendid man, whose name is known around the world, started to drive with a casual visitor, who reminded him that he had no whip. "I need no whip," came the earnest response. "I talk to my horses. I do not beat them."

Now, this is a very simple little story; but does it not singularly give a view of a good citizen, of one in whom we should have confidence; one who would be valuable to his neighborhood, useful to his state! Would he not really be the type and example toward which we schoolmasters are working? It illustrates a point that we do not always see—that brutality is losing its cash value as civilization is advancing. It is no longer a part of the citizen who is best fitted for life in the world.

Now here, as it seems to me, is a truth that looms larger the longer we look at it; it is possible for those who deal with young children to utter words that they will never forget; to plant ideas that remain with them and affect them

through life. Many a man and many a woman has carried some such simple story freshly in mind for three score years, and has shaped his course by it a thousand times.

I would have this truth sink deeply into the heart of every sincere teacher, not only as regards humane education, but everything tending to make the world a brighter and better home for humanity.

It is possible for the teacher to say things that her children will *never* forget.

I would beg all the teachers of the state to get some conception of this movement into their own souls, to grasp it, to know what it is for, what it is driving at, to feel it. I would have them absorb a fund of sentiment to have on tap, honest sentiment enriched by incident and song and story. I would have them ready for the word fitly spoken in season. Then the rest of it will take care of itself. The stream cannot rise above its source but if it has a chance it will rise nearly to its source.

Enthusiasm is everything. I would not chill it. Without it we shall get nowhere, with this or any other thing. Yet it must be attended by common sense as a handmaiden.

To my mind, the most effective agent in creating those feelings of kindness and sympathy toward his dependents so desirable in a good

citizen is the story. Who of us here has not been affected by Old Dog Tray? Or the hound who died by his master's hand while trying to warn him of danger? Or the faithful steed of strength and speed who fell in the effort to save his master from fire or flood? These things, when dropped into our hearts at the psychological moment, never leave us quite the same. They are reagents, and they seem to change the chemical make-up of our souls. And, literature is rich in stories, for him who will hunt them and make them his own.

Again, the teacher has an opportunity to put into the hearts of the coming generations an appreciation of the cruelty and barbarity of thoughtless Fashion. The enormous extent of the plume industry and its effect upon bird life; the atrocities upon animal life caused by love of furs; the cruel folly of caging wild birds and animals; all these and other things besides will readily lend themselves to the teacher. And they naturally lead up to our relations with our fellow human beings, to the appreciation of the fact that we are our brother's keeper. Our treatment of the poor grows out of it, our limiting the hours of labor, our protection of women and children, our obligation to enforce the rights of sunshine, pure air and wholesome living, against the rapacity of landlord and employer, centuries old.

And, it is all in the right direction. It all looks toward better citizenship; toward more harmonious adaptation of humanity to its surroundings; toward a happier and more useful civilization. As such, it is worthy the thought and effort of those to whom the state has entrusted its citizens of to-morrow. Moreover, the state has especially placed it in our hands. It is our duty. How shall we acquit ourselves of it? What shall we say we have done for humanity at the end of the year?

“The Superintendents of the remaining states where humane education is a part of the school work, have testified as to the good effect which it has upon the children not only in making them kinder to animals but also to each other.”

**Extracts from Mr. Angell's Address at the
Annual Meeting of "The National
Association of Superintendents
of Public Schools," at
Washington, D. C.**

“Nearly all the criminals of the future, . . . are in our public schools now, and we are educating them. We can mould them now if we will. To illustrate the power of education: We know that we can make the same boy Protestant,

Roman Catholic, or Mohammedan. It is simply a question of education. We may put into his little hands as first toys, whips, guns, and swords, or may teach him, as the Quakers do, that war and cruelty are crimes. We may teach him to shoot the little song bird in spring-time, with its nest full of young, or we may teach him to feed the bird and spare its nest. We may go into the schools with book, picture, song, and story, and make neglected boys merciful, or we may let them drift, until, as men, they become sufficiently lawless and cruel to throw our railway trains off the track, place dynamite under our dwelling houses or public buildings, assassinate our President, burn half our city, or involve the nation in civil war.

"Is it not largely, if not wholly, a question of education?"

"I am sometimes asked, 'Why do you spend so much of your time and money in talking about *kindness to animals*, when there is so much cruelty to men?' And I answer, '*I am working at the roots.*' Every humane publication, every lecture, every step, in doing or teaching kindness to them, is a step to prevent crime,—a step in promoting the growth of those qualities of heart which will elevate human souls, even in the dens of sin and shame, and prepare the way for the coming of peace on earth and good will to men."

“Teachers can accomplish much by distributing humane literature, by including in the regular school exercises reading on humane topics and by telling stories which will arouse thought and quicken the conscience to realize the duty of justice and kindness towards all God’s creatures. To fix the law of kindness and mercy in the hearts of boys and girls is to work at the foundation, and the good effects will follow, in the school, in the home, and in the community. It is recommended that loan libraries be started in schools where there are none, and in all cases have books included in the lists which teach kindness to animals and all living creatures.”—*Francis H. Rowley, D. D. A. H. E. S.*

“The time will come when the state will recognize that a fence at the top of the precipice is better than an ambulance at the bottom, and that humane education will serve as such a fence when it is introduced into the public schools of the state. By educating the young in the direction of kindness, justice and duty, the state will certainly improve the quality of its citizenship and eliminate a very large percentage of the lawlessness which makes prisons and reformatories necessary, and which increases so largely the cost of the maintenance of the government. This is not an idle theory but a well-demonstrated fact.”

—*W. O. Stillman, M. D., President A. H. A.*

From "Our Dumb Animals."

MY EXPERIENCE IN THE PUBLIC SCHOOLS

BY ELLA A. MARYOTT

In reply to the question as to how humane workers in the schools may best make their efforts count, the following suggestions are offered:

The talks should, of course, be adapted to the different grades and communities. In the primary grades they should be very simple, chiefly about the children's pets, their helplessness and helpfulness and the care that should be given them. The need of protecting the little animals with which the children come in daily contact, such as toads, squirrels, and birds, should be emphasized.

Pictures held before the children while talking, appeal to them. These should be large enough to be plainly seen across a schoolroom and mounted in uniform size.

Little stories help impress some truths.

Suggestions of things the boys and girls can do, in story form or otherwise, set them thinking and keep their minds at work.

Ten to fifteen minutes is long enough to talk in the primary grades.

In the grammar grades a little more time is allowed and more may be brought out; for example, something of the work of the Society for the Prevention of Cruelty to Animals and the American Humane Education Society, the rights of animals, their usefulness and economic value, and above all, the influence upon the character of kindness to them in developing better men and women and better and happier communities.

They may be told of the Band of Mercy, how it was started, its pledge, and of the influence that the 4,000,000 boys and girls in the organization are having.

An appeal may be made for their cooperation. It will meet with a hearty response.

Suggestions may be made to the teachers that the pledge be put upon the blackboard or repeated occasionally: that *Our Dumb Animals*, which is sent to each room, be left where the pupils may have access to it and that, if possible, its use be correlated with other work, especially in composition or language periods.

In cities where the schools have stereopticon outfits, lantern slides may be used to good advantage.

Dr. Francis H. Rowley, President of the American Humane Education Society, says: "To reach that within the child which can be

moved to feel the attractive power of justice and kindness and the repelling character of injustice and cruelty, until the child actually wants to do the noble thing and does it—that is the ultimate goal of the teacher.”

That, too, should be the aim of the humane workers in the schools.

**An abstract of an address by the late Burt
Jay Tice, A. M., Superintendent of
Schools, Sheffield, Mass.**

We all are thoroughly agreed that the chief object of school education is good morals. We are also agreed that the giving of moral culture is the teacher's most difficult task. I wish to suggest a few ways to make this difficult task easier and will mention a few things which I have done, which I have seen my teachers do, and which any one easily can do. I assume that all agree as to the value, the necessity of humane education. The question is what to do and how to do it.

Be sure to plan your work. Make it interesting. Be earnest and animated. Teach from a wide range of subject-matter, and in a variety of ways. Teach easily, appropriately, and naturally.

Here are a few cautions about mistakes I have known to be made:

Don't overdo. Teach steadily, not spasmodically. Don't make extravagant statements. Avoid controverted points and topics unfamiliar to you. Avoid weak sentiment and highly improbable stories. Don't describe revolting scenes. Don't show pictures of hunting or battle scenes. Don't suggest unthought of cruelty. Avoid vivisection, and with young children dissection. Don't make your teaching stiff and formal. Don't obtrude the moral to your stories. Don't 'preach.' Especially don't preach one thing and practice another.

I want to put a ton of emphasis on this idea, an idea so often overlooked, that after all it is not so much the suffering of the animal which we are trying to prevent as the moral degradation of the person who causes that suffering. So much for the *why* and the *what*, now for the *how*.

How shall we teach? In general, by leading the pupil to know what to do, and what not to do; by interesting him in animals and creating in him a love for them; and by cultivating a strong sense of right, and a tendency toward kindness. But specifically how shall this be done? In four ways: Indirectly, incidentally, by correlation, and by direct teaching.

We can teach kindness to animals indirectly by our example and character. There is no stronger teaching than that given by what the teacher does and is. We can teach incidentally by occasional appropriate references and remarks. If the teacher is interested in this subject there will be countless ways to show it. Surely it is not a hard matter and there are plenty of chances, and it does not take long to make some brief remarks, such as these:

“When a horse is warm give him but little water at a time, but let him have it often.

Most birds are a great help to the farmer.

Fish should be killed as soon as taken out of the water.

Animals have rights as well as people.

All cruelty degrades the person who practices it.

To abuse any innocent and helpless creature is mean, cruel, and cowardly.

Any person who deliberately tortures a dumb animal would *commit any crime* not requiring courage.

Probably most work in humane education can be done by correlating, or uniting it with the regular studies of the school. A little thought will enable a teacher to unite the subject with all or nearly all of the branches com-

monly studied. It can be joined very easily with work in literature, reading, language, nature study, and ethics.

In literature have the pupils recite 'memory gems,' or read poems by standard authors. Nearly every great author from Shakespeare to Longfellow has touched on this subject.

In the reading class 'Black Beauty,' 'Friends and Helpers,' and similar works should be used as supplementary readers. Suitable books and leaflets may be lent to pupils to be read at home.

In giving language lessons, stories told or read may be reproduced, or compositions may be written on appropriate subjects given by the teacher. Nature study affords a fine chance to teach kindness to animals. Any teacher can do good work in this way."

"Everything that has a mind thinks; everything that has feeling suffers; everything that loves has the right to be loved, and everything that suffers has a claim on our sympathy. There is no step wanting in the ladder of sentient creatures from animals up to man. Unquestionably, in this world, the human being stands on the highest step, but those whom he sees beneath him are fellow-mortals. He is their

king, but must never become their tyrant. God has ordained justice not only between men but between the whole living creation. Injustice is a sin against God. If we do not abuse our dominion over animals we find in them faithful servants and friends, but through abuse they become mere sacrificial victims and their tyrants become demoralized thereby.—The difference between cruelty to men and cruelty to animals is one of degree only, not of kind. If we include animals in the law of duty and compassion, as we are commanded to, we work at the same time for the uplifting of our fellow-men.”

—LAMARTINE

CHAPTER II

SILENT MARTYRS OF CIVILIZATION

BY J. HOWARD MOORE

Man is a comparatively feeble animal. He is neither very large nor very well based. Hands have come high. The firm foundation of the quadruped has been exchanged for the privilege of standing on end.

The great changes which man has made in the world have been wrought chiefly by proxy. Civilization is the result, not of human strength, but of human genius. Man has harnessed the herds that roamed about him, and the winds and lightnings he has chained to his undertakings.

A large part of the energy of civilization has come out of the bodies of the great, four-footed races. The horse, the ox, the mule, the elephant, the camel, the reindeer, the water-buffalo, the yak, the dog and the donkey—on the powerful and patient backs of these beings civilization has been borne for unknown hundreds of years. The power and mobility of

these races have enabled man to carry out enterprises he never could have dreamed of undertaking single-handed. Without horses or other beings able and willing to wield the great implements, agriculture, the most basic of human industries, would be almost impossible.

But human dependence is not the chief concern of this paper; but the fact that these races associated with man are not treated by him with a consideration at all equal to their services. He must have a hard heart or a strange understanding who can look upon the lot of man's menials and not feel that wrongs—not petty wrongs, but wrongs that would darken the darkest pages of human history—are unmercifully rained upon them. The horse, the mule, the camel, and the ox have pretty nearly made man what he is. They have contributed to human welfare and achievement to an extent that can never be estimated. They are the bone and sinew of civilization—the plodding, faithful, indispensable allies of man in almost everything he undertakes, whether of war or peace, pomp or pleasure.

Civilization is not exclusively a human thing. It is a joint product—the result of the combined labors and sacrifices of many races of mammals and birds. And no one of these races has the right to take more than its share of the blessings

of civilization nor to shift upon others more than their portion of life's ills. This is a hard world. There is a lot of necessary evil in it that has got to be borne by somebody. We should be willing to do our part. We are brothers. Politeness is not pawing and scraping. It is humanity. * * *

In the ideal state, man treats the races of beings, affiliated with him, not as objects of pillage, but as beings with rights and feelings and capabilities of happiness and misery, like himself. He is kind to them, and ever mindful of how he may gladden and enrich their necessarily meager lives. He gets real pleasure, as every true altruist would, out of simply seeing them happy and of realizing that he has in some measure contributed to that happiness. He provides them plenty to eat, comfortable homes, vacation days in which to rest, opportunities for pleasure and pastime, an education, and infirmaries for times of misfortune and decline. He does not drive them until they are ready to drop. He does not abuse them until they are so nervous and soured they have to be muzzled to keep them from biting at passers-by. He does not cut off their pretty tails nor rein up their heads into horrible positions in the interests of an illiterate vanity. He does not go around with a stick or a whip with which to attack them whenever he does not feel well or

things go against him at home. He talks to them. He treats them as the Arab treats his horse. The Arab regards his steed always as his comrade, as one whom he delights to please, taking him into his own tent if necessary and putting his arms around his neck and looking into his beautiful eyes, the assurance of true love and fellowship. In short, man, when he acts ideally, treats these beings at all times as *associates*, not as *slaves* or *machines*, as his best friends and most faithful and valuable allies. They, on the other hand, come to recognize man as their true guide and benefactor. They learn to love and trust him, and the great, generous-hearted creatures are willing to wear out their very skeletons in his service.

The Great Law of Love—the abstaining from that which we do not like when done to ourselves—*Reciprocity*—is the only relation to exist among civilized beings of any kind.

—From "*The New Ethics*."

Many times I am asked why the suffering of animals seems to call forth more sympathy from me than the suffering of human beings; why I give more time and effort in this direction of charitable work than toward any other.

My answer is, because I believe this work includes all the educational lines of reform which are needed to make a perfect circle of peace and good-will about the earth.

A majority of the people who hear of the societies for prevention of cruelty to animals imagine the work of those societies consists in arresting and punishing cruel drivers, and in furnishing homes for vagrant animals.

But these are only side issues of the main work. The real work, is the education of the growing generation in kindness to all weaker and lesser creatures of earth.

Hundreds of good women are permitting their children to grow up with cruel instincts: worse yet, they are *teaching* their children cruelty in the cradle.

Before you question this statement, listen and think.

Do you not over and over see a mother whip a hobby horse to amuse her children? Do you not see her punish an inanimate object over which the baby has fallen, in order to distract the mind of the baby from its hurt?

I have seen rag dolls spanked, over and over again, and Teddy bears beaten by mothers to make a baby laugh.

What can you expect of that child when it grows up, save that it will revenge itself upon any-

body who annoys it, by physical chastisement. The boy who has been educated to beat his hobby horse will beat his real horse when he drives one.

The time to begin to teach a child kindness and sympathy is in the cradle. Say to your children as soon as they are able to play with toys, "*Be good to your toys; they need love and kind usage. Let your dollie rest sometimes, and handle her tenderly. Your Teddy bear and your hobby horse are needing your love.*" If your baby stumbles and falls over a chair or rug, instill politeness and consideration into his plastic mind by teaching him to apologize. He will be quite as much amused and distracted if you say, "Excuse me, Mr. Rug, or Madam Chair, for my awkwardness; I hope I have not seriously hurt you," as he will be if you say, "Naughty old rug, or chair, to hurt baby," and then proceed to rain blows on the poor inoffensive object. Teach your children to address their toy animals in a kind and well-modulated voice instead of a loud scream. You will benefit both the people of to-day, and the animal of to-morrow by this course.

Tell them the truth; that animals are very sensitive to noise; that a horse is a timid and loving creature, and that a loud, harsh voice frightens it and hinders it from doing its duty or obeying its owner. A low voice and a gentle hand will make any horse, if taken in time,

faithful, willing and safe. A horse will do twice the work and live twice the time in good health, if it is treated with respect gratitude and love by its owner. Teach this to your children while they are playing with their toys.

—*Ella Wheeler Wilcox.*

SUGGESTIONS ON HUMANE EDUCATION FOR CIVIC LEAGUES.

The principal work of our Civic Leagues is to make more beautiful our cities, towns and country, and to remove and prevent all that is unsightly and painful.

Is there anything more painful or destructive to beauty than the sight of over-worked.. half starved and homeless animals so often seen in our streets?

Would it not be well for our Civic Leagues to include as a part of their work, the teaching of children the habits and usefulness of animals and kindness to them? They are here as we are, without choice, having the same five senses and physical laws. We have domesticated them, and made them dependent upon our care, therefore it is our duty to see that they are properly protected.

If animals are homeless and suffering and we cannot help them, they should be humanely put out of the way. And further, the child should be taught that he who is cruel is harmed far more than the object of his cruelty, for a moral hurt is greater than a physical one.

Five minutes could be given at each meeting of the Civic League in teaching kindness to all living creatures. A short talk could be given on the subject, or a short humane story could be read to the members of the League. Literature suitable for children can be obtained at the office of the American Humane Education Society, 180 Longwood Ave., Boston, Mass.

Short humane stories can also be obtained from the office Animal Rescue League, 51 Carver Street, Boston, Mass. Price, three, four and five cents a piece.

If a Band of Mercy is organized in the League, the humane magazine, "Our Dumb Animals," together with a full assortment of leaflets will be sent free for one year.

To be a member of a Band of Mercy one must sign the promise, and try to keep it, "I will try to be kind to all living creatures and try to protect them from cruel usage." It could be called "The Civic League Band of Mercy."

—*Harriet C. Reynolds.*

GIVE HIM A HAMMER AND SAW

Don't buy him a sword and a gun,
Whose purpose on earth is to kill;
Don't teach him that murder is fun,
Or something the bosom to thrill.
Don't send him to valley or hill
To slaughter the dove or the daw,
A lesson in youth to instil,
Just give him a hammer and saw.
Just give him some lumber of pine,
Just give him a bundle of boards
And teach him to follow a line,
And teach him a builder's rewards.
Oh, better than rifles or swords,
Than stilling a song or a caw,
The thing that he fashions affords
The boy with a hammer and saw.
He'll work like a beaver, the boy,
He'll learn like the wisest again
The tree of the woods to employ.
He'll fashion a house for the wren,
He'll make you a trinket, and then
He'll figure and study and draw—
He'll learn all the lessons of men
If you give him a hammer and saw.
So teach him to work and to plan
The pleasure that labouring brings
So make him a builder, a man,
And not a destroyer of things.
For closer the artisan clings
To family, country and law
Than soldiers or swordsmen or kings—
So give him a hammer and saw.

Douglas Maloch in "American Lumberman."

CHAPTER III

BANDS OF MERCY.

The vast influence of this work it is impossible to estimate. For thirty-eight years it has been reaching the children of our public schools in every State of the Union. Hosts of these are now men and women. Temporary as the results may have been in many cases, there is no doubt that hundreds of thousands have felt the power of its spirit and that their attitude toward all sentient life has been changed by it. Steadily, year after year, it has been preaching its gospel of peace, brotherliness, kindness, and good will. How large a part it has played in arousing and fostering the peace sentiment in this country (it has always been protesting against war) no one can ever know.

These Bands of Mercy exist now in nearly every civilized country of the world, and are in more or less direct communication with the head office in Boston.

—*"The Humane Idea"* by Francis H. Rowley, D. D.

PLEDGE.

**"I will try to be kind to all Living Creatures,
and will try to Protect Them from
Cruel Usage."**

"What is the object of the Bands of Mercy?"
"To teach every child and older person to seize every opportunity to say a kind word or do a kind act that will make some other human being or dumb creature happier."

More children can be reached through public and private schools than any other way.

When necessary the Superintendents of Schools and members of the School Committees should be interviewed, and their interest in the matter solicited and gained.

The opportunities of a teacher to educate in humanity are very great. It is a simple matter to form a Band of Mercy. The children should sign the pledge, choose a name, and elect a President and Secretary. It is well that the teacher should be President. It need take but a few minutes of each week for the scholars to repeat together the pledge. A time for exercises of a miscellaneous character, meant to be in part a recreation, is set apart in most schools. This time can occasionally be used for the Band of Mercy, and thus avoid hindrance to regular study.

In connection with school work, it is suggested that the children should write compositions on the subject of kindness to animals and to human beings. With wise help from the teachers, much good may result from this exercise, and it will aid in keeping up the interest.

Good pictures of animals and flowers should be hung on the walls of school rooms. Those representing some kind action, such as giving food and water to hungry and thirsty animals, are especially suitable.

In order that Bands of Mercy may remain active after they are formed, some one whose heart is in the work should help and encourage the teachers, by visiting the schools from time to time. Humane literature might also be given.

Independent Bands of Mercy.

Apart from schools, any intelligent boy or girl can form a Band of Mercy without cost. Nothing is required to be a member but to sign the pledge or authorize it to be signed.

The Band can be composed entirely of children, or of children and older persons.

To organize a Band of Mercy as an independent society, the most direct and successful method, is to go in person to the house of each

child you would like to have join, and give your invitation to the first meeting. As most children are interested in animals, you will have little difficulty in getting them to join a society which is to tell them something about animals. When the time for the meeting arrives, have ready an address of about five minutes' length, containing some bright suitable anecdote. Also some pledge cards, Band of Mercy song books, ("Songs of Happy Life," see list of publications), and if you can, a blackboard on which to write the pledge, thus having it before the children's eyes during the meeting. If possible, have also some copies of "*Our Dumb Animals*" and leaflets for the children to take home.

A Good Order of Exercises for Bands of Mercy Meetings.

1. Sing Band of Mercy song and repeat pledge together.
2. Remarks by President, and reading of report of last meeting by Secretary.
3. Reading, recitations, "memory gems," and anecdotes of good and noble sayings and also of kind acts performed to help both human and dumb creatures.
4. Sing Band of Mercy song.
5. A brief address.

6. Enrollment of new members.

7. Sing Band of Mercy song.

The children should be encouraged to tell what they have seen others do, rather than what they have done themselves, and they should not be led to think that every little kind act that they have performed deserves to be mentioned.

Bands of Mercy in Sunday Schools.

In Sunday Schools, experience has shown that a very good way is to have the Band of Mercy exercises on one Sunday of every month or certainly once each quarter. In one Sunday School in Philadelphia, it was successfully done for years, as follows: The school was opened, and the lesson for the day taught for about three-quarters of an hour; then all the school,—infant, intermediate, and Bible classes—were brought together in one room, the minister presiding; the pledge was repeated; a Band of Mercy hymn was sung; a short address was given; anecdotes told; another hymn was sung; prayer was then offered, and the school was dismissed.—*Band of Mercy Leaflet.*

There are several Traveling Libraries sent out from the office of the American Humane Education Society, Boston, Mass. These books are

loaned by the Society in the interests of Humane Education. Information in regard to these Libraries will be furnished on application to the Society's office at the address given above.

SUGGESTIONS FOR CLERGYMEN

For use in the preparation of
HUMANE SUNDAY SERMONS OR ADDRESSES

A FEW AVAILABLE TEXTS

Psalm 36:6. "O Lord, Thou preservest man and beast."

Luke 6:36. "Be ye therefore merciful, as your Father also is merciful."

James 2:13. "For he shall have judgment without mercy, that hath shewed no mercy; and mercy rejoiceth against judgment."

Matt. 25:40. "And the king shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."

Psalm 145:9. "The Lord is good to all: and His tender mercies are over all His works."

Matt. 5:7. "Blessed are the merciful: for they shall obtain mercy."

Job 38:41. "Who provideth for the raven his food? when his young ones cry unto God, they wander for lack of meat."

Proverbs 12:10. "A righteous man regardeth the life of his beast; but the tender mercies of the wicked are cruel."

Matt. 10:29. "Are not two sparrows sold for a farthing? and one of them shall not fall on the ground without your Father."

Psalm 147:9. "He giveth to the beast his food, and to the young ravens which cry."

Eccl. 3:19-20. "For that which befalleth the sons of men befalleth beasts; even one thing befalleth them; as the one dieth, so dieth the other; yea, they have all one breath; so that a man hath no pre-eminence above beast a; for all is vanity.

Eccl. 3:20. "All go unto one place; all are of the dust, and all turn to dust again."

Luke 18:16. "But Jesus called unto him, and said, Suffer little children to come unto me, and forbid them not; for of such is the kingdom of God."

Numbers 28:28. "And the Lord opened the mouth of the ass, and she said unto Balaam, What have I done unto thee, that thou hast smitten me these three times?

Numbers 22:29. "And Balaam said unto the ass, Because thou hast mocked me: I would there were a sword in mine hand, for now would I kill thee.

Numbers 22:30. "And the ass said unto Balaam Am not I thine ass, upon which thou has ridden ever since I was thine unto this day? Was I ever wont to do so unto thee? And he said, Nay."

Jonah 4:10. "Then said the Lord, Thou hast had pity on the gourd for the which Thou has not laboured, neither madest it grow; which came up in a night, and perished in a night:

Jonah 4:11. "And should not I spare Nineveh, that great city wherein are more than six score thousand persons that cannot discern between their right and their left hand; and also much cattle?"

John 10:14. "I am the Good Shepherd, and know my sheep, and am known of mine."

Micah 6:8. "What doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God."

—*From office of American Humane Association.*

TEACHING WHICH IS OF VITAL IMPORTANCE

The barbarity of which humanity is still capable furnishes abundant proof of the imperative need of humane education, and this country should set the example of having it

systematized in all schools. There should be no more question of giving a child humane education than there is of teaching him to read.

1. It should begin in the kindergarten and continue throughout the entire period of school life.

2. It should be one of the topics at all teachers institutes, so that teachers may become interested—and qualified.

3. Articles on the subject should appear from time to time in educational journals and so far as is possible, in the public press.

4. The discussion of it should be encouraged at meetings of parent teachers associations.

5. It should be on the program at annual meetings of the National Teachers' Association.

6. All school libraries should contain books of reference to assist the teacher in making the subject attractive to the pupils and by showing how to save time through correlation with other studies.

Humane Education laws do not generally provide that this instruction should continue throughout the entire school course, and it is because legislators are usually blind to the fact that true humane education, although it begins

by teaching sympathy with, and justice and kindness toward our little brothers of the animal world, by no means ends there, but develops into the cultivation of the highest ideals of justice, mercy, the protection of the weak, in a word, the realization of our correct relation toward our fellowmen, the evolution of our primal egoism into the higher altruism.

—*Mary F. Lovell.*

CHAPTER IV

HUMANE EDUCATION

COURSES OF STUDY ISSUED BY KATHARINE M. COOK,
SUPERINTENDENT OF PUBLIC INSTRUCTION,
DENVER, COLORADO.

Published by the American Humane Association,
Albany, New York.

General Suggestions

It is the duty of everyone to aid in the just and kind treatment of animals. The animal has a right to a life of comfort and happiness as long as it does not interfere with the life and happiness of one more useful than itself. The life of animals should never be taken for sport. It is cowardly and disgraceful to be unkind to helpless creatures.

It is not punishment that cures cruelty, but it is humane education of the young in patience, love, justice and kindness.

Talk *with* children, not *to* them. Induce them to ask questions, give their experience, tell animal stories, relate incidents, and thus to feel that they are factors in doing humane work.

First Grade

Central thoughts—Friendship, kindness and helpfulness. Show the child that the animal, like himself, has eyes, ears, nose, mouth, brain and nerves; that the animal uses them for the same purposes the child uses his senses; that he enjoys and suffers in much the same way the child does; and that we can and should help the animal to enjoy his life.

Develop the thoughts—How the child can help the horse; the birds; the dog; the cat.

Observe and study, homes of domestic animals; of wild animals; how each takes care of its young; what animals eat; what animals do for men; what man can do for animals.

Give outdoor excursions for animal studies.

Bring animals to school for observation and study.

Tell animal stories and have children do the same.

Second Grade

Central thought—Treat the lesser animals as you would like to be treated.

Animal homes and their care—Barns, sheds, poultry houses; wild animal homes, birds' nests.

How animals enjoy life—Liberty, their young, food, play, friends.

How animals suffer—Confinement, hunger, thirst, cold, heat, sickness, enemies, filth, etc.

How animals help us.

How we may help animals.

Traits of animals that teach us good lessons.

How would you teach an animal to mind?
Not to be afraid?

Read and tell animal stories. Read and discuss "Black Beauty," "Dog of Flanders," "Rab and His Friends."

Third Grade

Central idea—Man could not live on the earth without the aid of the lesser animals.

Read and tell animal stories.

Study how animals help us; supplying clothing, planting seeds, preservation of farm crops, preservation of forests, actions of kindness and cheerfulness.

What we owe to the lesser animals; friendship and kindness, food and shelter, protection from abuse, teach them how to secure these things.

Bird protection; food and shelter, causes of destruction, how to help the birds.

Have children get opera glasses and cameras when they can for better observation of animals.

Have them destroy bean shooters, slings, air guns, twenty-twos, and other instruments of cruelty.

Study construction of buildings; for horses, poultry, cows. What is necessary in such buildings?

Make excursions to study such buildings with reference to light, air, warmth, cleanliness and location.

Read and discuss good books on animals.

Fourth Grade

Central idea—The animal is just what we make him.

Study the animal's individuality; disposition, good or bad, and why, effect of food on the animal, effect of housing or shelter, effect of cruel treatment, of kind treatment.

What causes these traits: balkiness in horses, bucking in bronchos, cross and dangerous dogs, animals' fear, animals' sickness, animals' love of us, their trust in and obedience to us?

Rights of lesser animals; food, shelter, happiness, liberty, kindness, justice and to be kindly taught.

How we may help the lesser animal.

Effect of kindness on our lives.

How does kindness affect other animals?

Read animal books and discuss animal stories.

Connect animals with other studies and thus add interest to them. How may the animals' health affect our own:?

Fifth Grade.

Central thought—An injury to the lesser animal is an injury to ourselves.

Connect composition, geography, reading, spelling, drawing and nature study with humane treatment of the lesser animals. It is well to often set apart an entire day to be so used.

Animal excursions to farms, orchards, dairies and gardens.

In what ways are we injured by not properly feeding and housing the lesser animals?

Show relation of health between lesser animals and ourselves.

Show how it hardens the heart to be cruel and unkind.

Find out number and value of domestic animals in the United States.

How may these values be increased or diminished.

Sixth Grade.

Central thought—Justice and kindness to every living creature.

Extend the thought and work of the fifth grade.

Excursions to farms, forests, barnyards, with maps, drawings and compositions in observations. Always take notebook and make notes to be extended later.

Value of domestic animals to the farmer; value of bird life to farmer; destructive animals

and how to prevent the losses caused by them; how to destroy useless and injurious animals.

Dairy products; how to care for the cow, food and shelter, cleanliness, health, kindness, effect of improper care, impure milk.

Amount produced by the horse? Consumed by him? How diminished? How increased? Same with reference to other domestic animals. What are animals rights?

Seventh Grade.

Central thought—Our duty as the most intelligent animal, with power over all other animals.

Our responsibility in determining what plants and animals shall live, how they shall live, and how much they shall suffer and enjoy.

Effect of cruelty on the animal, on human beings, on the community.

In what ways are animals like men? Men like animals? How unlike?

Relation of wild animals to each other, to plants, to men.

How have wild animals been domesticated?

Hunting and fishing for sport, destruction and preservation of game; cruelty in it. What animals are protected, and why?

Wearing feathers and furs; a savage custom, cost to the nation in loss of crops and forests. Better and more civilized way to dress than in

feathers and furs. How can we aid in stopping cruelty to animals?

How do human rights compare with those of animals? Extend work of sixth grade.

Eighth Grade.

Central thought—The supreme test of civilization is the degree to which we protect the abused, neglected, helpless and dependent, including the lesser animals. History of humane laws and education, laws for the protection of children and animals.

Societies for Child and Animal Protection; how composed, power and duties.

Rights of children substantially the same as those of the lesser animals; home, food, clothing, education, health, happiness, protection, work, rest, play, kindness.

Neglect or abuse injures the State, how? Our duty toward the lesser animals.

Aid given by animals in reaching present degree of civilization, in war, in travel, commerce, agriculture, food products.

Is a man who abuses a child or lesser animal a safe man in the community? Give reasons.

Assign topics for readings, talks and compositions.

Teach "Ancient Mariner," by Coleridge.

THE VOICE OF THE VOICELESS

I am the voice of the voiceless;
Through me, the dumb shall speak;
Till the deaf world's ear be made to hear
The cry of the wordless weak.
From street, from cage, and from kennel,
From jungle and stall, the wail
Of my tortured kin proclaims the sin
Of the mighty against the frail.

For love is the true religion,
And love is the law sublime;
And all that is wrought, where love is not,
Will die at the touch of time.
And Science, the great Revealer,
Must flame his torch at the Source;
And keep it bright with that holy light
Or his feet shall fail on the course.

For he who would trample kindness
And mercy into the dust—
He has missed the trail, and his quest will fail:
He is not the guide to trust.
Oh shame on the mothers of mortals
Who have not stopped to teach
Of the sorrow that lies in dear, dumb eyes,
The sorrow that has no speech.

Oh, never a brute in the forest,
And never a snake in the fen,
Or ravening bird, starvation stirred,
Has hunted his prey like men.
For hunger, and fear, and passion
Alone drives beasts to slay,
But wonderful man, the crown of the Plan,
Tortures, and kills, FOR PLAY.

He goes well fed from his table;
He kisses his child and wife;
Then he haunts a wood, till he orphans a brood,
Or robs a deer of its life.
He aims at a speck in the azure;
Winged love, that has flown at a call;
It reels down to die, and he lets it lie;
His pleasure ^{was} seeing it fall.

The same Force formed the sparrow
That fashioned Man, the King.
The God of the Whole gave a spark of soul
To each furred and feathered thing.
And I am my brother's keeper
And I will fight his fight,
And speak the word for beast and bird
Till the world shall set things right.

—*Ella Wheeler Wilcox.*

PART II—CHAPTER V

THE DOG.

About everything that a man touches sooner or later becomes a revelation of his character. Not only the human companions of his hearth and home, but his dog and his horse and his cattle will surely in time “proclaim the man.”

—*Francis H. Rowley.*

Did you ever stop to think that in all the great animal kingdom, with its thousands of creatures, just one, *the dog*, has left its own kind and come over to *man* and made of him a *god*, a *master*, a being to serve, venerate, love, caress, suffer for, and if needs be, perish for.

Your horse, your cow, your sheep, may have some affection for you, but not one of them would endeavor to protect you were you attacked. Their instinct and love do not reach the reasoning point where they would or could repay kindness with devotion.

But your *dog*, your loving slave, who quivers with delight because of a pat on the head, who is happy when you smile and sad when you frown, would leap at an assailant's throat and allow himself to be cut to pieces sooner than desert you.



Loving Playmates—*By Sarah J. Eddy*

Here is an animal that bases its existence on love for humans. Here is a creature that will desert its own offspring to follow a master or mistress; that will sacrifice every instinct because of love for man.

Isn't that kind of devotion worthy of a return in kindness and care?

In this city and in every city there are hundreds of dogs that are beaten, starved, mistreated, kicked and cursed, and it is your duty to do your part in remedying this condition.

You can start your humane impulse at home by seeing that the dog that plays with your children is properly cared for. He's part of the home. He's almost a boy, is this Rover.

He'll run his four legs off to make your children happy. He'll submit to any hardship to cause your little folks to laugh. If they are rough he endures it. If they are unkind he forgives it. If they burden him too heavily he bears up as best he can. If he doesn't get enough to eat he forgets it when there is a caress. *Love does that.*

In loving, that divine affection that *gives* without hope of reward, the average dog can mutely preach a sermon to the best of us. So whether this dog of yours is big or little, fat or slim; whether he looks like a majestic lion or has a pug nose and curly tail—*be kind to him—be just to him.*

And as for the dogs of the street, if they must be removed from life (and that is far better than starvation or cruelty) let it be done humanely.

—*Ohio Humane Society.*

On sheep-farms dogs defend the flocks, guide them from the pastures to the sheepfold and keep them together if night or a storm overtakes them. The dog is the farmer's best friend; he guards his poultry yard from foxes, skunks and woodchucks; protects his garden and his house from thieves; drives his cattle afield and brings them home. Innumerable are the stories which tell of life and property saved by the timely warning given by the house dog. It is not too much to say that in many cases profitable farming would be impossible without the protection afforded by a faithful, intelligent dog.

If we see a dog shrink and cower at his master's approach instead of bounding to meet him with undisguised delight, is it not good evidence that the man is cruel and selfish? Dr. Norman Macleod said once, "*I would give nothing for that man's religion whose cat and dog are not the better for it,*" a sentiment that we can most heartily endorse. Most people profess to love a dog, yet there is plenty of cruelty to them because of ignorance. Ignorance overfeeds them, carelessness starves them, wilfulness flogs, stones,

terrifies, kicks and teases them, but through it all the dog ever remains man's most faithful friend.

The dog needs a master whom he can love, trust and defend; who will give him a home and food and to whom obedience will be a pleasure. He must not have occasion to fear stick or stone, or teasing.

A dog may be taught to do almost anything you would care to have him do, without punishment. Encouragement and petting will produce better results than whipping. With good treatment and plenty of liberty for exercise, his life will be a happiness to himself and to others.

—*Our Dumb Animals.*

The most famous dog in America was Owney, the postal dog. He traveled with the mail-bags from one end of the country to the other. He even went to Alaska and across the Pacific Ocean.

Owney first joined the Post-office Department at Albany, N. Y., and he always looked upon that office as headquarters, where he must report himself after a long trip.

When Owney was ready for a journey, he did not ask anyone to go with him. He was quite able to take care of himself. He would follow the mail-bags to the station, and jump into the

postal car. Having chosen the particular mail-bag which he wished to follow, he would stretch himself out upon it for a good nap. He had no further care, and when the mail-bag was taken out, he went too.

Owney was not a handsome dog, but he knew how to make friends. He was welcome wherever he went, and he often came back to Albany covered with checks and medals to show how far he had traveled, and in what esteem he was held.

His intelligence was very wonderful. Many times a tired postal clerk who had fallen asleep, forgetful of the stations, was awakened by Owney's barking. The dog had a fine silver collar, of which he was very proud. One day a clerk had slipped it off to examine the medals which were hung on it, and in the hurry of extra work it was laid down and forgotten. Owney was too wise to leave his collar behind him, so putting his nose through it, and rubbing his head against a post, he slipped it on for himself. After this he was often made to put on his collar to amuse visitors.

Owney died a few years ago, to the grief of the largest circle of friends a dog ever had. In nearly every large city of the United States he was known and missed, and many years will go by before he is forgotten.

—*"Friends and Helpers"* by Sarah J. Eddy.

GREYFRIARS' BOBBY.

In Edinburgh, in 1867, an unusual trial took place. The accused was a Scotch terrier who had not paid his rates and a man who had "harboured" him. The three magistrates who tried the case, after hearing Bobby's story, forgave the debt and let him live.

Nine years before, his master had died. The chief and almost only mourner was Bobby, who followed to the grave in Greyfriars' Churchyard, saw the coffin lowered, and ever afterwards lingered near the spot. The Baroness Burdett-Coutts, visiting the churchyard, saw the faithful mourner sitting there. Mr. Gourley Steele painted the little fellow's portrait. At first the keeper of the grounds drove him out, but Bobby stubbornly returned. He was regularly fed for years by a restaurant keeper. Bobby knew the time of his midday meal by the firing of the timegun. While sitting for his portrait he heard the gun, grew excited and could not be pacified until fed as usual. He knew when Sunday came and that the restaurant would be closed, so during the week he saved scraps of food and hid them near the grave where he kept watch. For fourteen years he never spent a night away from the sacred spot, refusing shelter even in the worst of weather.

When his loyal life ended he, too, was buried in this Churchyard. At the street corner, near its gate, is a granite fountain, erected by Baroness Burdett-Coutts. It is surmounted by a bronze statue of the dog sitting on guard and bears an inscription that briefly tells the touching story and adds, "A tribute to the affectionate fidelity of Greyfriars' Bobby."

The most famous dog in the world was a St. Bernard. His name was Barry. He lived high up in the Alps, where it is winter the greater part of the year. He was trained by the good monks with whom he lived to go out and hunt for travelers lost in the snow. When he found a man lying half-frozen in the drifts he would run back, barking for help. Then the monks would follow him and bring the traveler to their warm home.

Barry knew all the dangerous places, and when there had been a snow slide he was sure to be on the spot as soon as he could, to see if any one were hurt. Once he found a little boy in the snow, and in some way made him understand what he must do. The child climbed upon the dog's broad back and was carried safely to the fire and the good supper always waiting for the lost ones.

Barry lived with the monks for twelve years, and saved forty lives. Other St. Bernard dogs have been brave and wise, but Barry's name stands first among them all.

—*Friends and Helpers by Sarah J. Eddy.*

The dog is like us, in that he can learn, enjoy, remember a friend, forgive a wrong; will fight for what he thinks is right; gets hungry, thirsty, sick, homesick; suffers from cold and heat; loves to be clean and to play; loves a good home, his master and the little ones; is watchful, docile, self-sacrificing; and very sensitive to injustice and harsh words; likes us to talk to him, and tries also to talk to us.

—*Calendar R. I. Humane Education Society.*

Jack Gill is only a Newfoundland, but he deserves the medal of a life-saver. With the flames crackling all around him, Jack saved his mistress and his playmate, her little boy, from being burned to death in their home on Bourne Street, Jamaica Plain, near Boston. Mrs. Gill was awakened early one morning by loud barking and vigorous pulling at the bedclothes. She awoke to see smoke and flames near her bed, and near the open door, Jack, with the baby between his massive paws. Taking the

baby she followed Jack to the street, and a minute after the dog and his charge reached the sidewalk, the house was ablaze from cellar to attic.—*Christian Herald*.

LITTLE SHEPHERD DOGS.

The best of these dogs are worth \$200, or even more. One herder, whom we met at Cold Spring ranch, showed us a very pretty one that he said he would not sell for \$500. She had at that time four young puppies. The night we arrived we visited his camp, and were greatly interested in the little mother and her nursing babies. Amid those wild, vast mountains, this little nest of motherly devotion and baby trust was very beautiful.

While we were exclaiming, the assistant herder came to say that there were more than twenty sheep missing. Two male dogs, both larger than the little mother, were standing about, doing nothing. But the herder said neither Tom nor Dick would find them. Flora must go. It was urged by the assistant that her foot was sore, she had been hard at work all day, was nearly

worn out, and must suckle her puppies. The boss insisted that she must go. The sun was setting. There was no time to lose. Flora was called, and told to hunt for lost sheep, while her master pointed to a great forest, through the edge of which they had passed on their way up. She raised her head, but seemed loath to leave her babies. The boss called sharply to her. She rose, looking tired and low-spirited, with head and tail down, and trotted wearily off toward the forest. I said:

“That is too bad.”

“Oh, she’ll be right back. She’s lightning on stray sheep.”

The next morning I went over to learn whether Flora had found the strays. While we were speaking, the sheep were returning, driven by the little dog, who did not raise her head nor wag her tail, even when spoken to but crawled to her puppies and lay down by them, offering the little empty breasts. She had been out all night, and, while her hungry babies were tugging away, fell asleep. I have never seen anything so touching. So far as I was concerned, “there was not a dry eye in the house.”

How often that scene comes back to me—the vast, gloomy forest, and that little creature, with the sore foot and her heart crying for her

babies, limping and creeping about in the wild canyons all through the long, dark hours, finding and gathering in the lost sheep!

I wonder if any preacher of the gospel ever searched for lost sheep under circumstances more hard and with more painful sacrifices. But, then, we must not expect too much from *men*. It is the *dog* that stands for fidelity and sacrifice. The best part of man is the dog that is in him.—*By Dio Lewis.*

TOM.

Yes, Tom's the best fellow that ever you knew. Just listen to this:—

When the old mill took fire, and the flooring fell through,
And I with it, helpless there, full in my view,
What do you think my eyes saw through the fire
That crept along, crept along, nigher and nigher,
But Robin, my baby-boy, laughing to see
The shining? He must of come there after me,
Toddled alone from the cottage without
Any one's missing him. Then, what a shout—
Oh! how I shouted, "For Heaven's sake, men,
Save little Robin!" Again and again
They tried, but the fire held them back like a wall.
I could hear them go at it, and at it, and call,
"Never mind, baby, sit still like a man!"

We're coming to get you as fast as we can."
They could not see him, but I could. He sat
Still on a beam, his little straw hat
Carefully placed by his side; and his eyes
Stared at the flame with a baby's surprise,
Calm and unconscious, as nearer it crept.
The roar of the fire up above must have kept
The sound of his mother's voice shrieking his name
From reaching the child. But I heard it. It came
Again and again. O God, what a cry!
The axes went faster; I saw the sparks fly
Where the men worked like tigers, nor minded the heat
That scorched them,—when, suddenly, there at their feet,
The great beams leaned in—they saw him—then crash,
Down came the wall! The men made a dash,—
Jumped to get out of the way,—and I thought,
"All's up with poor little Robin!" and brought
Slowly the arm that was least hurt to hide
The sight of the child there,—when swift, at my side,
Some one rushed by, and went right through the flame,
Straight as a dart—caught the child—and then came
Back with him, choking and crying, but—saved!
Saved safe and sound! Oh, how the men raved,
Shouted, and cried, and hurrahed! Then they all
Rushed at the work again, lest the back wall
Where I was lying, away from the fire,
Should fall in and bury me. Oh! you'd admire
To see Robin now: he's as bright as a dime,
Deep in some mischief, too, most of the time.
Tom, it was, saved him. Now, isn't it true
Tom's the best fellow that ever you knew?
There's Robin now! See, he's strong as a log!
And there comes Tom, too—Yes, Tom is our dog.

Constance Fenimore Woolson.

"THANKS A THOUSAND TIMES."

Nothing but a big, bony, ugly old brown dog, yet the joyous look in his face when the door opened made up for everything else about him. "See!" said the kindly woman who answered his thump at the door, "here is my good friend who comes to say, 'Thank you.'" And "thank you" was plain in every movement of the big dog, as he tried to put his paws on her shoulders, and lick her hands, and roll against the hem of her gown. What had happened? The dog was a stranger to her, she didn't even know his name and home. But she had once bound up a bruised leg for him, and given him shelter till it healed. And once in so often, in all these months, the loving, and faithful, and grateful animal had come back to give her his thanks, come back not for food, not out of greed, but just for the simple, loyal thanks of his good dog heart."

Mr. Jones had moved his family two miles from their home, taking Joe, a shepherd dog, with them, and leaving an old cat Joe had saved from drowning when it was a kitten. The second night the family spent in their new home Joe was missing but returned the next morning. This was repeated for three nights. On the fourth morning, on looking out of the window

Mrs. Jones saw Joe coming up the path, his ears and tail held high, and at his side walked his old companion, the cat. It is evident that Joe spent his nights at the old home trying to persuade the cat to go to his new home.

—*Danville News.*

A dog was strolling down a city street one morning, when he happened to step on a piece of broken glass. His howls attracted the attention of a number of lads who were loitering near the corner. Just as they were about to pelt the suffering dog with pieces of ice and snow, a daintily dressed young woman, wearing the King's Daughters' badge, stepped out from a store. Walking up to the dog she stooped over him and patted his head. Then she examined his wounded foot. In an instant gloves were off and the glass was extracted from the dog's paw. The boys stood looking on, abashed and silent. The grateful dog wagged his tail and limped away. The young lady smiled good-bye to the lads, and the little scene was over.—*Humane Calendar.*

If the dog is to live out of doors, give him a good kennel, make it warm and rain-proof and keep it clean!

Place the kennel in a sheltered position on dry ground, facing southward for warmth in the winter, and north-east in summer for shade from the sun. Don't place it in a damp or dismal yard. Make the bed of clean straw, and change it when necessary.

The best way to keep a dog that needs restraint is to put him in a yard with a high fence. If this is not practicable fasten a wire across any yard; on this put an iron ring which, when attached by a cord to the dog's collar, will allow him to run backward and forward, the full length of the wire. The yard should have shade as well as sunshine, to protect the dog from too great heat of the sun.

Never tie a dog under a wagon or allow a dog to follow a bicycle. In either case the dog is likely to run until he is exhausted and the result may be that he will have a fit after he gets home, if, indeed, he does not fall by the way. Many dogs are killed, many are lost, many are made very ill by following bicycles and electric cars.

Dogs that do not have much exercise ought to be fed sparingly. Be sure that your dog has always access to fresh water to drink; keep it in a *clean dish*, and see that it is *frequently changed*. Do not allow his food to be prepared in a careless slovenly manner. In all drinking fountains see

that there is a place provided for the dog to get his share. He will not only be more comfortable, but it may save him from serious illness, especially in hot weather.

If your dog has a fit, prevent him from getting out on the street, or some stupid person may raise the cry of "mad dog," and he may be shot. Put him into a dark, quiet place, wet his head with cold water frequently, and a few hours after he has recovered, feed him on bread and milk. While a dog is *in the fit* you can do nothing but keep him from injuring himself. It is best to send for a veterinary surgeon.

If any person is bitten by a dog, instead of killing the animal, it should be quietly shut up and taken care of for a few days. The chances are that it will recover, and when it is found that it was not suffering from hydrophobia the person bitten need not die of fright, but will also have a chance to recover. We learn that in thirty years only two deaths from hydrophobia have been reported in Boston. Many more persons have been struck by lightning.

A good combing and brushing is far more useful than a bath for a dog. Never use hot water for washing dogs; it should only have the chill off.

Never cut a dog's ears or tail. Clipped ears are often the cause of deafness and abscesses. Sand and dirt enter the ears and distress the animal.

In the hot months dogs often suffer from intense thirst and heat, and are liable to fits, which in men we should call heat strokes. Investigations of specialists in nervous diseases have proved that hydrophobia is a very rare disease. A large number of the reported cases have turned out to be bad cases of fright and hysteria. The dog who runs or has an ill turn in July or August is likely to be pursued by a crowd of men and boys all crying "mad dog."

Dogs and cats in search of a morsel of food have been seriously hurt by forcing their heads into cans that have contained meat or soup. This suffering should be guarded against by having every can pounded flat as soon as it is emptied.

A dog is a highly nervous, sensitive, and excitable animal, and the constant irritation produced by the restraint, discomfort and pain of the heavy, oppressive, cruel wire cage amounts to positive torture. Some dogs have been frenzied by it, many irretrievably ruined in health and temper, many have died under it. Dogs in muzzles cannot yawn, lick their skins, nibble at flees, eat grass—an absolute necessity—

drink, or pant; they suffer greatly, fall into ill-health, and become in consequence predisposed to rabies and other diseases.

In stopping a dog fight, a large pail of cold water thrown over the dogs' heads will almost always prove effective.—*Humane Calendar*.

Puppies should not be handled when very young. Give the puppies warm milk as soon as they can lap it, boiled rice and milk, or bread and milk at four weeks old, and add a little fresh cooked meat (*never* salt meat), finely minced, at the end of two months. Puppies should never have bones from which they can get any pieces, but a large bare bone, too hard for the baby teeth to break any bits away, it will amuse the puppies a long time. No uncooked meat or bones should *ever* be given.

The ills of puppies begin early; their baby teeth are to be extracted when loose, and they are subject to teething fits and to worms. In fits a puppy should be kept from hurting himself, and have cool water put on his head.

The presence of worms will be shown by a lack-luster coat of hair and a loss of appetite. Wire-worms can often be passed by giving clam broth; if that does not accomplish the desired

end give worm lozenges. Tape-worms are harder to treat, and, if possible, it is best to wait until the puppy is half grown before resorting to the powdered pumpkin seeds and the oil which is necessary.

Dogs do not perspire through their skins, but through their tongues. They need to drink often. A dog should never be muzzled so that he cannot drink, or put his tongue out as he naturally would in hot weather.

Dr. Leipzeiger said, in one of his distinguished speeches, that the child who is taught to love animals, and to have a dog as a companion, is introduced to a friend of the truest and best kind—the kind of friendship that lasts. “Have you ever had a dog?” he asked of his hearers. “If not, then you don’t know what pleasure can be had in his companionship in rambles over mountain trails, through meadows, in his quiet presence in your room, his absolute unobtrusiveness, when human society would bore you; a comrade who always adapts himself to your mood, when men and women would jar upon you. By all means cultivate in children a love for animals.”

“Gentlemen of the Jury: A man’s dog stands by him in prosperity and poverty, in health and in sickness. He will sleep on the cold ground, when the wintry winds blow and the snow drives fiercely, if only he may be near his master’s side. He will kiss the hand that has no food to offer, he will lick the wounds and sores that come in encounter with the roughness of the world. He guards the sleep of his pauper master as if he were a prince.

“When all other friends desert, he remains. When riches take wings and reputation falls to pieces he is as constant in his love as the sun in its journey through the heavens. If fortune drives the master forth an outcast into the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies, and when the last scene of all comes and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by his graveside will the noble dog be found, his head between his paws and his eyes sad, but open in alert watchfulness, faithful and true even to death.”—*Senator Vest.*

AT THE GATE.

ANON.

Well, Roger, my dear old doggie, they say that your race
is run;
And our jolly tramps together up and down the world are
done;
You're only a dog, old fellow—a dog, and you've had your
day,
But never a friend of all my friends has been truer than
you always.

We've had glorious times together in the fields and pastures
fair;
In storm and sunny weather we've romped without a care;
And however men have treated me, though foul or fair
their deal,
However many the friends that failed, I've found you true
as steel.

That's right, my dear old fellow, look up with your know-
ing eye,
And lick my hand with your loving tongue that never
told a lie;
And don't be afraid, old doggie, if your time has come to go,
For somewhere out in the great Unknown there's a place
for you, I know.

Then don't you worry, old comrade, and don't you fear to
die,
For out in that fairer country I'll find you by-and-by;
And I'll stand by you, old fellow, and our love will surely
win,
For never a Heaven will harbor me where they won't let
Roger in.

When I reach that city glorious, behind the waiting "dark,"
Just come and stand outside the gate and wag your tail
and bark,

And I'll hear your voice and I'll know it, and I'll come to
the gate and say,

"St. Peter, that's my dog out there; you must let him
come this way."

Then I know the gate will open and you will come frisk-
ing in,

And we'll roam fair fields together in that country free
from sin.

So never you mind, old Roger, if your time has come to go;
You've been true to me; I'll be true to you, and the Lord
is good, we know.

You're only a dog, old fellow—a dog, and you've had your
day.

Well, I'm getting there myself, old boy, and I hav'nt long
to stay,

But you've stood by me, old comrade, and I'm bound to
stand by you;

So don't you worry, old Roger, for our love will pull us
through.

—*The Animals' Friend.*

FIRST PATIENT A DOG.

Florence Nightingale began her great work by caring for pet animals.

A name that has been long known and loved throughout the world is that of Florence Nightingale. There is indeed something almost angelic in the sound of the name. "Angel of Mercy" was the title which she bore in life and by which she will be remembered in death. The heroic service of this noble woman in soldiers' camps and upon battlefields is one of the greatest examples of kindness and self-sacrifice in the annals of human kind. So beloved was this gentle woman, it is said, that the sick and dying used to kiss her shadow as she passed their cots. The elements which made this life of such beauty and determined so useful a career for Florence Nightingale may be best understood from the following story:

"Her first experience as a nurse were with her dolls, whose broken limbs and bruised heads she bandaged and cared for with all the tenderness and gentleness of her nature.

"As she grew older she became interested in caring for wounded or sick pets and other animals. Her first patient was a dog named Cap. The dog belonged to one of her father's shepherds, and one day she learned that Cap

had been injured by some boys and that the shepherd was preparing to kill his beloved dog in order to save him from the suffering. In spite of the fact that she was still a little girl and very timid, she at once drove to the shepherd's home, and, with the aid of the clergyman of the parish, she nursed the wounds of the injured animal, and soon he was well again.

"Her love for pets and her skill in curing them soon became well known, and in a short time she had become the nurse of all the wounded animals of the neighborhood."

*

CHAPTER VI

MOLLIE WHITE-FOOT'S VACATION.

BY ANNA HARRIS SMITH.

When Mrs. Perkins gave Clara Bourne her prettiest kitten, the gray one that had four white feet, she thought Clara loved kittens. She did not know that it was her own amusement Clara loved, but that she wanted a kitten just as she wanted a doll to play with.

Clara carried the kitten home; and, fortunately for the kitten, the cook was kind, and gave it every morning a saucer of milk, with bread crumbs and also looked after it at dinner time, so that Mollie White-foot had, on the whole, a very comfortable time, except when Clara played with her too roughly.

When summer came, Clara's mother and father decided to close the house, and go away to board for two months at the mountains. Clara was so delighted that she hardly gave a thought to Mollie until the day before they were to start. Then she asked her mother if she were going to take Mollie with them. Mrs. Bourne told her that it would be impossible, but that she need not worry, as Mollie could very well take care of herself for two months; and



Mollie White-Foot

Clara, busy with getting her little trunk packed and putting in it her favorite toys and books, gave no further thought to the matter.

The Bournes started off in excellent spirits one pleasant morning; and as they turned the key in the door, Mollie came and looked at them, and cried as if she understood that they were going away, and as if she were begging them not to leave her alone. This made Clara, and even Mrs. Bourne (who did not like cats), feel a little uncomfortable; but they soon forgot all about Mollie in the excitement of the journey.

They had left enough scraps of bread and meat under the doorstep in the back yard to last Mollie for a few days: but she missed her milk, and when night came, mewed sadly, for she began already to feel very lonesome.

In a day or two there was a heavy rain; and Mollie had to crawl under the doorstep as far as possible, and stay there until the storm was over,—an experience which she did not find at all pleasurable. She had never been a cat given to neighborhood wanderings; and, when her little store of food had given out, and no human being came near her, and, in spite of her most beseeching mews at the side door, the house remained closed to her, the creature began to feel very wretched indeed. She got so hungry that she could not sleep at night; and one night her

cries reached the ears of a sick woman in a house near by, and kept her from getting the sleep she needed until her husband went out and threw stones and sticks in the direction in which the cries came, and then poor Mollie, frightened nearly into a fit, crept under the doorstep again, and lay in half-dazed silence.

That night Mrs. Bourne and Clara slept soundly in their comfortable room at the hotel among the mountains, and no thought of Mollie came to trouble their placid repose. The days which flew by so rapidly for Clara and her mother dragged slowly to Mollie. Now and then she managed to catch a bird, and once she made a scanty meal upon a very small mouse that ventured across her pathway; but she was getting too weak to do very much hunting, for which, indeed, she was sadly unfitted, owing to the manner of her bringing up. She ventured into the neighbor's yards in her desperation; but she found that the swill-buckets were all kept tightly closed, and, if she was seen, she was driven off with a stone or a broomstick. Many of the houses round about were shut up like her own home; and the families who were left were so indignant to think that the more fortunate ones who could get away should leave their cats behind for the stay-at-homes to take care of that they would not often feed a stray

cat, or even tolerate its presence. Mollie saw two little pet kittens bereft of attention crawl away and hide and die; and she felt as if that must soon be her fate, too.

One day, when Mollie was prowling around in search of a bit of food, a boy threw a stone at her. Being weak with hunger, she did not jump aside quickly enough to avoid the missile. In the panic caused by pain and fright, she ran wildly, she did not know where, and by chance took refuge in a garden belonging to a house a few streets from where the Bournes lived. There was a little hole in the fence which she spied out as she ran; and, being thin, she crawled through, and fell exhausted under a low-growing shrub.

The day and night went by, and another day and night; and Mollie still lay under the shrub, aching from the bruise she had received, and too weak to crawl about any longer in search of food and drink. Her mouth was parched with thirst; she slept and woke with feverish starts. How gladly she would have welcomed a taste of cool water! The third day was slowly drawing to an end when Mollie heard footsteps approaching her. She had met with so much unkindness that she wanted to get up and run away, but she was too feeble to do so. The footsteps paused, and a hand pushed aside the

branches that partly concealed her; and, as Mollie raised her eyes and tried to shrink back under the bush, she saw a boy looking down at her. This sight alarmed her very much; for boys, as a rule, had never been kind to her. All she could do, however, was to lie still, and wait for the expected blow. Instead of the blow she felt a hand touching her head softly, and heard a gentle voice say, "Poor pussy!" That was all; and, just as Mollie was trying to purr a faint response, the steps retreated much more rapidly than they had come, and Mollie, thinking herself forsaken, closed her eyes again in a sigh of disappointment.

In a few minutes she heard once more the sound of footsteps, and this time two voices.

"Here, mamma, right here under this bush," said one voice.

"Oh, the poor thing!" said another.

"Is she dead, mamma?"

"No; she is opening her eyes," was the reply. "Put the saucer of milk down close to her head."

Help had come to Mollie at last, but it seemed as if it were too late. Mollie could not take the milk. "Bring a little water, Henry," the kind voice said; and in a few minutes Mollie saw a dish of water placed almost under her nose, so close that she could by raising her head lap a

little. She was so grateful that she tried to purr, and, in fact, succeeded in making a faint sound.

"Leave the milk, Henry, and the water," said the voice. "See that faded ribbon around her neck! The poor thing has been left to starve by some family gone away for the summer, and I think she has been hurt in some way. Do you see how wicked it is for people to be so thoughtless?"

From this time on better days came to Mollie. Slowly her strength came back under the ministrations of the kind little boy and his mother; and by and by she grew sleek and fat, and seemed quite like her old self.

Mrs. Lane had a few rules she always followed in her care of cats, and they were very successful.

First, she realized that cats, like people, need a mixed diet, and she gave Mollie not only a little meat every day, but some kind of vegetable. Some cats, she had found, were fond of potato; some of asparagus; some would eat cabbage, and almost every cat liked corn and beans.

She was always particular to keep a dish of fresh water where the cat could get at it, for cats often are allowed, through thoughtlessness,

to suffer with thirst. They need fresh water, as well as milk—just as we do. Milk cannot take the place of water. With their milk she often mixed rice, or oatmeal. She also carefully picked the bones out of fish, and mixed it with potato, or rice, for a change of food. Cats are sometimes seriously hurt by swallowing fish-bones.

She fed her cats regularly, and they knew just when to expect their food, so were not teasing around the house. She found that they were much better hunters after rats and mice if they were kept in good condition. It is only those who are very ignorant of the cat who imagine she must be kept half-starved to be a hunter. A well-cared for cat is always the brightest.

She never turns her cats out of doors at night, but kept a box of clean, dry earth, where they could get at it, and she had no trouble with them. A little training will make any cat neat, for cats are naturally neat, and it is only neglect that renders them otherwise.

She never tied a ribbon or placed a collar around a cat's neck, for there is always danger of their getting caught in some bush or fence, and getting serious injury. They may be starved to death, or strangled by means of a collar.

It is so hard to find good homes for kittens that Mrs. Lane saved but one out of a litter of kittens, the others she drowned in a pail of lukewarm water as soon as they were born. When the water is warm the kittens sink at once, because it wets the fur quickly. If they are tied up in an apron they can be held down for a moment with a broom. Or another pail made heavy with being half-filled with water, can be placed over the kittens as soon as they are put in the first pail, to prevent them from rising. They should be left in the water half an hour.

Mrs. Lane's experience had taught her that cats have much more feeling and intelligence than many people give them credit for, and they thoroughly appreciate good treatment, as well as suffer very much from neglect. They learn to know the tone of the voice, the glance of the eye of those with whom they live, and respond to a look, and a word. They are very affectionate, and love those who are kind to them.

With such a thoughtful and considerate mistress it is no wonder that Mollie grew fat and handsome, and had no desire to leave her happy home for anything more than an occasional outing, or promenade.

When the early days of September arrived, instinct drew her back to her former home; and there a great surprise was in store for her. The

house was open again; and, as she walked leisurely toward the open door, Clara darted out, and seized her with a cry of delight.

"O mamma, mamma! just look here! Mollie has come back, and see how handsome she has grown!"

"Well, didn't I tell you," said Clara's mother, casting an approving glance at Mollie, "that cats are quite able to take care of themselves when they are obliged to do so?"

"But, mamma," Clara said, eyeing the large, beautiful cat critically, "don't you think it strange she should have grown so sleek and fat? It seems as if someone had been taking good care of her. Just see how glossy her fur is."

Mrs. Bourne would not stop to think about Mollie's good looks, and it was not until she found the cat did not stay with them that she began to grow interested. "Someone has coaxed her away," she said, when Clara bemoaned the loss of her pet. "I think it is pretty mean business! We must enquire about the neighborhood."

All their enquiries, however, came to nothing. Mollie appeared and disappeared. It had always been Mrs. Bourne's habit to shut her out at night, but when she made her next friendly call, a few days later, Mrs. Bourne allowed Clara to confine her in the cellar for two days. After this confinement, Mollie ran away, and

was seen no more until Clara discovered her one day, sitting in the window of a pretty home with a garden about it, some streets away from her neighborhood.

Clara at once ran home and told her mother, and a few moments later, Mrs. Bourne, in quite an angry frame of mind, was on her way with Clara to reclaim the wanderer.

They were greeted very pleasantly at the door by Mrs. Lane, the lady of the house, and invited to enter. When Mrs. Bourne told her errand, and accused Mrs. Lane of coaxing the cat away from its home, Henry Lane was standing by his mother, and his brown eyes flashed ominously. "May I speak, mamma?" he said.

Mrs. Lane gave him permission, and Henry began his story. When he described in what condition the poor forsaken cat was, on the day he found her, almost dead, under the bushes in the garden, Clara cried, and even Mrs. Bourne looked ashamed. He told how they had built up her strength, and got her into that fine and sleek condition by careful attention.

Mrs. Lane begged Mrs. Bourne to consider that a cat could not take care of herself any better than a child, "not as well, indeed, for a child can ask for food and drink, and someone will listen, but a poor cat is driven from house to house, hungry and thirsty, and it may be

days, before any one will take pity on her forlorn condition, and sometimes, alas, not at all." She said, "I cannot understand how people can be so cruel as to leave their pets to suffer when they are going away to enjoy themselves." If they cannot take them or find a good home they ought to have them humanely disposed of—usually any humane society will send an agent to do this or give directions for the best method of chloroforming an animal.

She told, with tears in her eyes, how Henry, climbing over a fence into the back yard of a house that had been shut up all summer, attracted by a faint mew, had found under the back doorsteps a mother cat, dead of starvation, and five little kittens, three of them dead. The other two had a little life left in them, and those he had brought home to her, and she had mercifully ended their sufferings.

"Now," Mrs. Lane said, "you have heard all the story, and you may take Mollie if you think best, or I will get you a very pretty kitten I know about, if you will promise never to leave her to 'take care of herself,' and will adopt my method of treatment."

Mrs. Bourne was not a hard-hearted woman, only thoughtless and selfish, but Mrs. Lane had convinced her of her wrong-doing, and she very readily promised to treat the new pet differently.

Mrs. Bourne and Clara thanked Mrs. Lane for her kind advice, and the promise of a kitten, and went their way, sadder and wiser for hearing the true story of Mollie's vacation.—*Reprinted with additions from the Christian Register.*

THE BEGGAR CAT.

Poor little beggar cat, hollow eyed and gaunt,
Creeping down the alley-way like a ghost of want
Kicked and beat by thoughtless boys, bent on cruel play,
What a sorry life you lead, whether night or day.

Hunting after crusts and crumbs, gnawing meatless bones,
'Trembling at a human step, fearing bricks and stones.
Shrinking at an outstretched hand, knowing only blows,
Wretched little beggar cat, born to suffer woes.

Stealing to an open door, craving food and meat,
Frightened off with angry cries and broomed into the
street.

Tortured, teased, and chased by dog through the lonely
night,
Homeless little beggar cat, sorry is your plight.

Sleeping anywhere you can, in the rain or snow,
Waking in the cold, grey dawn, wondering where to go,
Dying in the street at last, starved to death at that,
Picked up by the scavenger—poor tramp cat!

Ella Wheeler Wilcox.

CHAPTER VII

THE HORSE'S PRAYER.

To Thee, My Master, I offer my prayer: Feed me, water and care for me, and, when the day's work is done, provide me with shelter, a clean dry bed and a stall wide enough for me to lie down in comfort.

Always be kind to me. Talk to me. Your voice often means as much to me as the reins. Pet me sometimes, that I may serve you the more gladly and learn to love you. Do not jerk the reins, and do not whip me when going up hill. Never strike, beat or kick me when I do not understand what you want, but give me a chance to understand you. Watch me, and if I fail to do your bidding, see if something is not wrong with my harness or feet.

Do not check me so that I cannot have the free use of my head. If you insist that I wear blinders, so that I cannot see behind me as it was intended I should, I pray you be careful that the blinders stand well out from my eyes.

Do not overload me, or hitch me where water will drip on me. Keep me well shod. Examine my teeth when I do not eat, I may have an ulcerated tooth, and that, you know, is very painful. Do not tie my head in an unnatural position, or take away my best defense against flies and mosquitoes by cutting off my tail.

I cannot tell you when I am thirsty, so give me clean cool water often. Save me, by all means in your power, from that fatal disease—the glanders. I cannot tell you in words when I am sick, so watch me, that by signs you may know my condition. Give me all possible shelter from the hot sun, and put a blanket on me, not when I am working but when I am standing in the cold. Never put a frosty bit in my mouth; first warm it by holding it a moment in your hands.

I try to carry you and your burdens without a murmur, and wait patiently for you long hours of the day or night. Without the power to choose my shoes or path, I sometimes fall on the hard pavements which I have often prayed might not be of wood but of such a nature as to give me a safe and sure footing. Remember that I must be ready at any moment to lose my life in your service.

And finally, O My Master, when my useful strength is gone, do not turn me out to starve or

freeze, or sell me to some cruel owner, to be slowly tortured and starved to death; but do Thou, My Master, take my life in the kindest way, and your God will reward you here and hereafter. You will not consider me irreverent if I ask this in the name of Him who was born in a Stable. Amen.

THE HORSE.

Almost everything that we have and use depends in some way on the help of the horse. The cost of doing many kinds of work would be so great without the help of horses we could not afford to do it. They have helped very greatly to make the world that we live in what it is. We owe them therefore great debts of justice, gratitude and kindness in every way for what they do for us.

Most people expect that a horse has only got to obey his master, just that, and nothing else; and if he does not, he is generally beaten into submission, and only a few people think about the *reason why* a horse does what appear to be strange things. For thousands of years men and horses have been working together; it is really time they began to understand one another better.

REALLY DUMB.

The horse is in the fullest sense a dumb animal. If you strike a dog, he yelps; if you step on the tail of a cat, she screams. A horse, on the other hand, may be beaten almost to death and make no sound. Pleasure he expresses by whinnying; but it is only in his death agony that his suffering finds audible expression, and frequently not even then.

It is this pathetic silence, this inability of the horse to give utterance to his pain, that causes so many persons to ignore his sufferings. They have no imagination, and he has no cries with which to impress their dull senses. If he could cry out as the dog does, our city streets would re-echo sounds that could not be endured for a day. The change in the treatment of horses would be instant and enduring.

—*Humane Calendar.*

THE HORSE'S DIGESTION.

People who have anything at all to do with horses should know about feeding them and the principal points, at least, about their digestion. Much suffering could thus be avoided.

The horse's lungs are located in the front of his chest. Back of the lungs is the stomach and

between the two is a space. This space is needed part of the time by the lungs, part of the time by the stomach. When the lungs are full of air—as they are when the horse is exercising—they are distended and need the space. When the stomach is full of food—as it is after the horse has eaten—it needs the space. When a horse has had a full feed and is driven immediately afterwards, both stomach and lungs need the space at the same time because the lungs are full of air, and the stomach is full of food. Both try to occupy the space which causes a pressure upon both. This disturbance we call colic. If the pressure is great enough to cause either stomach or lungs to be ruptured, death results. Were the horse allowed to stand about an hour after eating before being used, his stomach would have an opportunity to digest the food and return to its normal size. Then the lungs would have all the space to expand in as they must do in exercising.

—*Humane Calendar.*

A horse's collar should be neither too large nor too small. It should be quite smooth, and fit perfectly where it touches the shoulders or neck. A sore spot is sure to be caused if the collar presses more heavily in one place than in

another; and many cases of cruelty brought into court are for sore shoulders caused by ill-fitting collars.

See that your horse is kept well shod with a stiff shoe, calked at toe and heel on the hind feet in proportion to the kind of work he has to do. Light driving horses in summer do not need much in the way of calks; and do not permit the farrier to weaken the feet by cutting away too much of the wall of the foot, the sole, or the frog. You cannot be too particular about having a blacksmith who understands his business. A poor blacksmith may ruin your horses' feet, and "no feet, no horse."

Shoes should be removed or changed every three or four weeks. When using your horse on hard, dry roads with practically no moisture, shoe with leather pads, tar and oakum forward.

The front of the hoof above the nail clinches should never be rasped; because rasping removes the outer smooth, hard fibres, and makes the hoof brittle and deformed.

Never have your horse's heels closely trimmed, nor the hair cut from the inside of his ears; because the former leads to inflammation of the skin, and causes sore heels; the latter keeps the ear warm and prevents the entrance into it of dust and particles of foreign matter, which cause deafness.

Never allow your horse to stand on hot, fermenting manure, as this will soften the hoofs and bring on diseases of the feet; nor permit the old litter to lie under the manger, as the gases will taint his food and irritate his lungs as well as his eyes.

Do not keep the hay over the stall, as the gases from the manure and the breath of the animal will make it unwholesome.

When practicable clean your horse outside the stable; because, when done inside, the dust fouls the stall and manger.

Do not have the hayrack over his head. Let it be at the side, or let him eat his hay from the floor. This method is, however, more wasteful.

See that your horse is well cleaned every morning, and on his return to the stable at night, if jaded and tired, give him a thorough grooming, rubbing his legs by hand. Look well also to his feet, as he may have picked "up" a nail or stone, and to stand on either would produce lameness. Provide him with abundant clean, well-aired bedding, and in cold weather blanket him comfortably in the stall.

Use the currycomb lightly. To fine-skinned horses it should seldom be applied.

—*Humane Horse Book*—Dr. Rowley.

The best drivers talk much to their animals.

You should praise your horse, and sometimes give him apples, carrots, and potatoes.

A sandy or muddy road doubles the work.

When putting a horse up at a strange stable, see him fed, if possible, to be sure that he receives a full allowance of the food you order, and see that he is rubbed down.

It has been estimated that the United States suffers a loss of \$4,000,000 annually because of the lack of care, overloading, overdriving, beating and other forms of abuse of the one animal, the horse.

Add to this the thousands of cattle that die from starvation and cold on the plains, the loss of sheep, hogs and other animals, and you will find the sum worthy the consideration of our financiers.

Every night after the horse's work is done in hot weather his shoulders and neck should be washed with cold water. This washes out the dust and dirt and toughens his shoulders and neck. The collar should be washed clean and smooth at the same time. If this is carefully and regularly done there will seldom be sore spots on his shoulders or neck.

The extra expense of giving a day-time bed to a horse is slight, compared with the great benefit gained from the rest and chance for repairs

given the legs. It improves the condition of the whole body. All who own horses should see that this chance for needed rest is given their horses whenever they are in the stable. A horse will not lie down on the stable planks unless he has been overworked to the point of exhaustion.

BLINDERS.

Few persons think of the suffering caused to horses from the use of blinders. The horse's eyes are placed on the side of the head, but the blinders, shutting off the side view, compel him to look ahead, hence they cause a constant strain, which veterinary surgeons tell us tends to produce weakness of vision and blindness. Besides they act as reflectors, and reflect the sun's glare into the animal's sensitive eyes. Most people know the effect on the eye of a ray of sunlight from a mirror.

The horse is not so likely to be frightened if he can see what is behind him. *In Russia where blinders are never used, a shying horse is almost unknown.* Care, of course, should be used in taking them off horses accustomed to them.

Any person having the care of a horse needs to have perfect control of his temper in order to manage him properly. Most unruly horses are first made vicious by some angry driver or trainer. W. H. H. Murray says that being with horses and teaching them are two of the finest disciplines a man can have. The affection thus engendered will ennoble the most depraved.

It is important to have plenty of light and pure air in stables, but care should be taken to prevent draughts.

Gentle tones and movements about a stable contribute much to the comfort and welfare of the occupants.

Careful driving will in many cases prevent a horse from falling. If a horse does fall because of some infirmity or on a slippery place, hold his head down, unhitch the traces and hold-backs, back the wagon away from the horse, unbuckle the girth and if the horse is checked, uncheck him and assist him to rise. In case of ice use sand or spread a blanket under his feet.

Never tie a horse facing the wind.

Dampness is always injurious to horses. Stables should be dry and light. Serious eye troubles are caused by keeping horses in dark stables.

The horse is man's invaluable helper, has as much right to be happy at his work as you have, and should be treated *as a friend*.

A driver should be his horse's best friend and should study his comfort.

Ownership bestows no right to abuse or distress.

It is everybody's business to interfere with cruelty.

It is better to direct your horse by a low voice than by whip or rein.

Quiet and patient drivers are worth twice as much as any others.

Competent drivers use the whip but rarely. Whips cost more than they save.

Overloading is a costly folly and a great cruelty.

Care should be taken that a horse's shoes are not too small, as shoes which are too small produce corns.

The shoes should not be put on the horse's feet when too hot, as it injures the hoof; it is therefore safer to see your own horse shod.

Horses when traveling, or working in the heat, should be watered frequently and very little at a time; too much cold water when they are heated is liable to cause colic.

—*Humane Calendar*.

THE CRUEL OVER-CHECK.

Watch the horses as they stand on the street and see how they suffer from this instrument of torture.

Do you let your horse suffer with a check rein? This cruel contrivance makes him an ugly and painful object to look upon. The natural curve of the horse's head is beautiful. Let your horse hold his head naturally and not pointing upward, with the sun in his eyes and pain in all his muscles.

Doubtless many persons do not realize the pain they are inflicting. They may have accepted the excuse often made that it keeps the horse from stumbling. This is false in theory and in fact.

It is curious reasoning to deprive a creature of sight to enable him the better to use his legs. Few horses are inclined to stumble; when they are, the best way is to keep a firm, taut rein, especially when they are going down hill. Proper shoeing will often correct the stumbling. The horse with his head free can draw a load much easier than with it checked. Five hundred surgeons have signed a paper condemning the tight check-rein as painful to horses and productive of disease.

The veterinarians sum up their statements thus: "The check-rein lessens the horse's

strength, brings on disease, keeps him in pain, frets him and injures his mouth, spoils his temper, and is useless to the driver."

Horses that are comfortable have a contented look, with an easy movement of the head that improves their appearance, while those with the overhead check have a stiff, constrained bearing, noticeable even from a distance.

Norton Smith, the noted horse trainer, said: "The overdraw check should be prohibited by law. I am opposed to all overdraw check reins, and to *check bits of every sort.*"

Most horses are intelligent, affectionate, and easily governed when treated kindly, but if driven with a whip and never spoken to excepting in loud, angry tones, they cannot be blamed if they become cross, stupid or unmanageable. When we see how cruelly horses are sometimes treated we wonder that they do such good work and are so patient.

Horses do not all possess an equal degree of endurance; a long road will tell harder on one than it would on another. A little refreshment given the horse during a long drive will keep his power up wonderfully, and this is easily provided. A pound or two of rye-flour stirred in half a pail of water will make a very nutritious drink for the horse, and can be given with perfect safety even when the animal is heated.

This drink is given to stage horses in Italy during their long journeys over mountainous roads.

A horse had an abscess in his mouth. The bit was torture to him, he could not eat, he could not tell his trouble and his ignorant master thought him ugly and put him up for sale. The purchaser, looking in his mouth, saw the cause of the horse's ill temper. Who could say that the horse was not suffering acute pain? If not, why did he refuse to eat, and struggle to prevent the bit from being put into his mouth?

A horse in New Hampshire starved because a nail was imbedded in his jaw so that he could not eat. He was put out to pasture, his owner not knowing what was the trouble, and he died there. These stories are facts.

Instead of breaking colts, we gentle them; and that word "gentle" tells the whole story of improved horsemanship.—*H. C. Merwin.*

A bran mash at night is enjoyed by most horses,—about two quarts of bran stirred into enough water to moisten it well. If a cold night, use hot water, and at times a tablespoonful of ginger.

A famous veterinary doctor said that if men would give their horses grass when they are run

down or sick, it would be much better than giving them drugs and in many cases would cure them. Grass has the same value for horses that green vegetables and fruit have for man. They need it and a judicious quantity should be given them every day or two from the time it begins to turn fresh and green in the spring until late autumn. The best way to give it is to let the horse get out in the field and eat it there. It is a joy to the humane person who has sympathy for the toilsome lives most horses lead, to see a horse enjoying a roll in the grass.

A horse that is interested has an alert ear. Drive a horse on a road he has never traveled before, and notice how interested he is in all the sights and sounds—ears constantly on the move, alert and active.

Watch a tired, discouraged horse and see how the ears droop and flap dejectedly. This will be especially observed in horses that travel the same route repeatedly. There is nothing in it that interests them—it is monotonous drudgery, and they show it.

Never strike a horse that is balking. Divert his attention by patting his neck, giving him an apple or grass, changing some part of his harness, or holding up his foot and tinkering with it for a few minutes. When the current of thought has been changed he will almost

always start without further trouble. A horse may seem to be balky when he is overloaded and *cannot* start with the load. Ill-fitting harness often causes horses to balk.

Do not fail to have your horse's teeth examined often. Of what use is food if your horse cannot eat it?

When putting a horse up at a strange stable in the autumn it is well to carry your own oats; then you know that they are old, new oats often produce colic.

A docked horse is defenseless against flies, except by the unnatural use of his hind legs. By constant stamping and kicking in his efforts to protect himself from the agony caused by the teasing fly, the muscles and nerves of the legs and delicate springs of the horse's feet become involved, and irritations, inflammations, and swellings result, often ending in permanent lameness.

A horse suffers very much when the bit does not suit his mouth. Some horses prefer one kind of a bit and some another. An expressman who is very kind to his horse, said: "Whenever I get a new horse, I try different bits, and use the one he seems to like the best."

Sore backs on horses are often caused by the shafts bearing too heavily on the back.

— *Humane Calendar.*

THE HAW OF THE HORSE'S EYE.

Horses have lashes and long hairs about the eyes for protection, but in spite of these, dust particles and chaff from grain often get into the eyes and would cause much suffering, if not permanent injury to the sight, were it not for the haw, or nictitating membrane, which removes whatever foreign substance has found its way to the eyeball. The haw fits into a tiny pocket at the corner of the horse's eye and is hardly visible when not in use. The minute the horse gets any particle into his eye, this haw comes out from its pocket and wipes around on the eyeball carrying the substance with it to the corner of the eye. From here it is carried off by way of the nose through a tube, or passage, from the corner of the eye to the nostril. Sometimes when the haw comes out from its warm pocket to perform this function, and the cold air strikes it, it becomes swollen and inflamed, remaining in sight for two or three days, whereas it should return to the pocket immediately after removing the particle. Men have been known to suppose this swollen haw to be a growth, and instead of employing a veterinary to learn what the trouble is to have cut the haw away, a most cruel thing. If a cloth wet in warm water is

applied to the swollen part, the inflammation can probably be reduced and the haw will fit into its pocket as it should.—*Humane Calendar*.

PROVIDE SHADE.

If the pasture has no shade trees, erect supports, across which, place straw or grass; thus making shade in which animals can rest from the heat of the sun.

Remove the harness from horses on a hot day whenever you desire to give them full rest, and once at least during the day. A thorough grooming will not only give rest, but will improve the animal's condition. Horses should be provided in hot weather with umbrella hats with brims wide enough to protect the eyes, and their heads should be sponged as many times during the day as possible. Stables should be well ventilated. If a horse is debilitated, try to give him extra rest and build him up. If a horse has suffered from one sunstroke, extra precautions should be taken, or the attack may be repeated.

Every one who owns horses or cows should know that there are several kinds of ointment which can be used on animals to keep off the

flies. One gallon, at seventy-five cents or a dollar, will be sufficient to protect a horse during the fly season.

THE ANTI-CHECK-REIN BOY.

Some years ago a lad twelve years old in South Malden saw a loaded team with four or five horses, whose heads were well checked up, and they were unable to start their load. He said to the driver: "Let me fix your horses so they can go." Standing on tip-toe he loosened all their check-reins; and to the amazement of the driver, they readily started the load.

TO MAKE BEST SALVE FOR ANIMALS.

For galls, sores and all that ails the flesh and feet. To $\frac{1}{2}$ pound melted and strained mutton tallow, use $\frac{1}{2}$ pound vaseline and $\frac{2}{3}$ teaspoon of pure (C. P.) oxide of zinc. Keep in clean tin or china. Rub in till cured. If for ailing feet, take out some and add a very little soft pine tar. Never let the harness press on any sore place. A noted veterinary says: "To cure *corns* in *horses*, rub in and smear on the hoof, Neat's Foot Oil, and stuff the foot with flax seed meal."

For fits or blind staggers, do not resort to the usual barbarous, sickening and weakening method of bleeding, but do as the famous Henry Bergh's Humane Society does—apply ammonia to the nose with sponge or cloth, and the animal will at once recover. Those who drive horses liable to this disease should always carry a bottle of ammonia when driving.

CHAPTER VIII

THE MULE.

Harvey Riley, superintendent of the United States government mules, for more than thirty years, said that no animal had been or was more cruelly treated than the mule; and yet no animal had been, or was, a greater friend to man.

The United States could save hundreds of thousands of dollars every year, if those having the care of the mule understood better how to manage him.

The whip is not a success with the mule.

The mule is more timid than a horse, but when he understands what is wanted of him he is more easily governed.

When beginning to break a mule take hold of him gently always. Talk to him kindly. Don't spring at him suddenly and frighten him. Don't shout at him. Don't jerk his head or his mouth. Don't on any account strike him. Approach him and handle him the same as you would an animal that was already broken to harness, and through patience and kindness you

will in less than a week have your mule more obedient, better broken and kinder than you would in a month, or ever, if you had used a whip. This advice comes from one who has broken in thousands of mules and knows what he is talking about.

A mule should not be broken in at too early an age; he is in worse condition for work at three years than at any other period of his life. He is then subject to distemper, sore eyes, inflammation of all parts of the head and body, and is as unfit to do a full day's work as a boy of six years is to do a man's work. He has then so many loose teeth in his mouth that he is not always able to chew his food properly, and no animal can do good work unless he can be well fed.

If a mule has had good care until he is four years old he is less likely to become diseased. He can then do light work such as ordinary farm work, and he understands better what is wanted of him. We do not expect a child to understand as well as a grown person; why, then, should we expect it of any young animal?

Be careful what sort of a bit you put into the mouth of a horse or mule. Hundreds of mules are cruelly injured by the use of a bit not much thicker than a telegraph wire. When such a bit is used a mule's mouth splits up at the sides and

he cannot keep water in it. He pushes his nose far down into the water which stops his breath, and when he throws his head up in order to get his breath again his driver is very apt to think he has had enough water and to drive him away with his thirst only half satisfied.

The bit for a blind bridle should be two inches round and five inches in the draw or between the rings.

Careless and ignorant drivers often ruin a good mule by driving him on a trot. This should never be done. The mule is formed for pulling, not for speed.

Mules have sensitive ears, and drivers who catch them by the ears are doing them an injury and making them more irritable and afraid of being touched. Blacksmiths sometimes hold them by their ears and hurt them when they are taken to be shod. This makes them dread going to be shod again and injures their disposition.

There is no time when kindness is more valuable than when first shoeing a mule. Speak gently to him. Keep his head turned from the fire and from the anvil, and go to him at first without the tools. Never put a knife to the sole or the frog of the foot. Drive the nails with the grain of the horn; they will drive much easier, hold better and be less liable to crack the hoofs.

The foot should not be cut to fit the shoe, but the shoe should be made to fit the foot. Let the shoes be light and without calks if possible. If the foot is in a healthy state, wet it at least twice a day. Animals that are shod should be allowed to stand in moist places frequently.

The hair on a mule's heels should never be cut. Mud should be allowed to dry on the animal's legs and then rubbed off with hay or straw. Washing is apt to cause grease-heel or scratches.

See that your harness fits. Begin with the bridle and see that it does not chafe or cut. The blind bridle with the bit alteration attached is the best bridle that can be used on either horse or mule. See that the crown piece is not attached too tight and that it does not draw the sides of the mule's mouth up into wrinkles, for if it does it will make his mouth sore. Keep a good watch over the mouth of the mule and see that there is no trouble which will prevent him from eating his meals.

Blinders should never be used, especially with mules and donkeys. The only good they do is to protect the eyes from the whip of the driver.

The collar should be long enough to buckle the strap up to the last hole, examine the bottom and see that there is room enough between it

and the mule's neck or windpipe to lay your hand in easily. Mule's necks are nearly alike in shape, so this will apply to all.

If a collar fits badly and seems to pinch anywhere let it remain in water over night, put it on wet the next morning, and in a few minutes it will take the shape of the animal's neck. At the same time see that it is fitted properly above and below the hames.

If the collar has rubbed on the shoulder and caused a sore, cut out a large enough piece to prevent the leather from touching the sore. If necessary you can afterward put the stuffing back and mend the collar. It would be much better for the mule to let him rest until the sore is healed.

You cannot keep a mule's neck in good condition with quilted pads or those made of sheepskin. A piece of thick leather free from wrinkles is better.

A mule twelve hands high, weighing eight hundred pounds, requires as much food as a horse of the same size and weight. To be kept in good condition and fit for proper service either animal should eat from ten to twelve quarts of grain per day, with hay in proportion, say twelve pounds.

Great care should be taken to give an animal all the water he wants. Plenty of pure, fresh water should be placed every night in the stable in easy reach.

A mule should have a good, dry stable and his stall should be large enough so that he can lie down.

Every morning the mule should be groomed. This is necessary if you want him to be healthy.

You will never gain anything by overloading. If a mule is overloaded he knows it and sometimes will not start at all, which is his method of telling his driver that his load is too heavy. Those who drive pack-mules have found that it is best *always* to let a loaded mule take his own time. He should always be allowed to stop when he is ascending a hill. If he seems unwilling, kindness succeeds better than harshness. Scratch his forehead, speak to him gently, stroke his legs or offer him a mouthful of grass, and you may be sure he will start if he is *able* to pull the load and if nothing is *wrong* with his harness.

A mule that is kindly treated has a great deal of intelligence and will understand almost all you try to teach him.

It depends very much on the driver how a mule behaves.

It is better to educate than to prosecute.

CHAPTER IX

THE DONKEY.

Perhaps there is no animal so thoroughly misunderstood as the donkey. His very name has become a term of reproach—an example of stupidity and obstinacy—which is undeserved and comes from our own ignorance of his real character.

He can live on food not adapted to the requirements of a horse, but *he will repay for better feeding and care, by doing more work*. His staying power, hardiness, and cheapness should recommend him to all, and in the latter quality bring him within the means of many who could not afford to buy a horse. But that is no reason why bad, coarse fodder, and dirty water should be given him.

Try to train a donkey to do his work gradually, leading him with kindness and sense, and he will respond by doing his best.

The stable should be watertight and free from draughts. A good, clean bed is not expensive—moss litter is cheap, good and warm; if a little care is exercised in its use by removing the damp portions and adding a little fresh litter from time to time, the bed will last a long while.



One of Man's Best Helpers

A donkey should be well groomed with a good brush, for a clean skin is quite as necessary to the comfort and health of a donkey as for a horse or any other animal.

HARNESS.

Due attention should be paid to this important subject to ensure comfort and freedom from sores. It should be as light as is consistent with strength, and *should all fit well—especially the collar*. An uncomfortable collar, either too small or too large, produces less willing work and often results in sore shoulders or withers, which means the loss of the animal's services for a time. *Early treatment may prevent the necessity for a long rest, and humanity demands it*. Nothing can be more painful than a rub under the collar; for the latter is always moving to some extent, and the pain must therefore be very severe and constant.

Usually the shoes are allowed to remain on too long because they are not worn out. If this is neglected the foot grows too long. The superabundant growth of the wall of the foot should be removed at each shoeing, as is done with the horse, otherwise inconvenience and often lameness will result. Good shoeing is as important with a donkey as with a horse, and care should

be taken to see that the *shoe be made to fit the hoof* and not as in too many cases, the hoof to fit the shoe. The feet should be washed night and morning, using a stiff brush for the purpose; uncleanness in this respect is responsible for thrush and many other ills.

LOADING.

Always remember, that "it is the last straw which breaks the camel's back" and, be careful not to load an animal beyond his capacity; for, however willing he may be, there is a limit to his physical strength, and a little care on this point may not only prevent overstrain and other sufferings, but will also ensure the best work being obtained from the animal. *Account should also be taken of the roads he is to travel, and of the necessity for adjusting the load properly for the hills and rough roads.* Then again, because the animal is a donkey do not imagine that he requires no rest and can be worked unceasingly from morning till night. Therefore, if the animal is to work six days a week, he deserves, and *he should have one good day's rest a week.* Remember too, that he needs a rest, with a stone behind the wheel, in going up hill, and that he likes to be under the shade of a tree on a hot day just as much as you do.

SIMPLE AILMENTS.

A donkey is a hardier animal than a horse and so is not subject to disease to the same extent, but this does not mean that he is made of cast iron. His ailments need attention, and careful home treatment will very often prevent the necessity for more expensive professional advice. For instance; for a cough, give him a few bran mashes with two or three ounces of linseed oil stirred in them.

To keep the bowels regular give boiled linseed, one night during the week, give a bran mash, Saturday, if the animal rests on Sunday.

—*R. S. P. C. A. England.*

The average life of a donkey is about 19 years but of course this age is often exceeded, and if you want to own a healthy, willing donkey for a great many years you can do so by paying the ordinary attention to his needs. There is no definite age for a donkey to be past work—it depends so much on the treatment in early life; if that has been just and kind, if there has been no abuse by overwork, he can work up to the last in comparative comfort.

A LITTLE BURDEN BEARER.

The donkey is one of the most useful little animals in all the great west. He is indeed a little burden bearer and a comfort, for he is sure footed, and patient, and although he is slow and it is difficult to make him hurry, yet he is almost worth his weight in gold to the miner and the mountaineer. Over the most dangerous paths of the steep and rugged mountain sides he carefully picks his way, hugging the cliff to avoid falling over the rocks; bearing on his back bags of ore from the mines, or perhaps his master himself, and patiently carrying heavy loads day after day over the mountains and the hillsides

—*W. K. Whitehead.*

THE LAME DONKEY.

A Band of Mercy boy,
When walking in the street,
A poor lame donkey saw,
With sore and swollen feet.

And then the cruel boy
To whom he did belong,
With heavy blows and kicks,
Was urging him along.

"Oh! Joe," said Ben, "pray don't:
You see he cannot go."
"He can," said Joe, "but won't!
But I will make him, though."

“Get up, you lazy brute!
I’ll sell you if I can:
The cart and harness, too—
You are not worth your bran.”

“Now, name your price!” said Ben.
“Ten shillings for the lot.”
“I’ll buy them then,” he said:
“That’s just what I have got.”

For Ben had sav’d his pence,
For many a long year,
To buy a watch, but now
He gave without a tear.

The whole, to rescue Ned
From such a cruel fate;
Then gently home he led
The donkey, for ’twas late.

He bathed and bound his feet,
He gave him nice clean straw,
A warm bran mash to eat,
The donkey said, “Hee-Haw.”—

And so, too, day by day,
When Ben his wants did tend,
The donkey seemed to say,
“I’ll pay you yet my friend.”

And whilst that he was lame,
Ben mended up the cart,
He cleaned the harness, too,
And made them look quite smart.

Ned soon got well and strong—
Indeed he got quite fat,
And he would trot along,
Quite proud he could do that.

And twice a week with Ben,
He to the town wold go,
Taking for the neighbors near,
Their parcels to and fro.

Then when the time came round,
Ben took him to the show,
And there he gain'd a prize
You will be glad to know.

—*Janz Wright.*

CHAPTER X

HINTS ON THE CARE OF COWS.

The farmer who earns a living for himself and family cannot afford to keep more cows than he can properly feed. One cow that is in good condition, well fed, and kept in a warm barn, will yield as much milk as two cows that are not sufficiently fed and cared for, and are stabled in a cold, dark, damp barn. The one thing most essential to the owner is the health of the cow. To keep a cow healthy constant care is necessary, and for the care required she will pay back to her owner a handsome profit. It is at all times both humane and good judgment to compare the conditions of the creatures of the animal kingdom to the physical conditions of the human family. Man, well fed, well housed and healthy, is capable of performing a great amount of work. Man ill fed, badly housed and sickly, can do but little work.

The milk of the cow depends largely upon the amount and quality of the food she receives and the care and condition of her home. This being true, it pays in dollars and cents to treat her well.

In winter she is especially dependent on her owner for proper food and shelter. She should be kept clean, and the floor of her stall dry, and at night she should be given a litter of leaves or straw to lie upon. The floor of her stall should be raised at least four inches, and ought to be nearly level. Many a cow is strained and becomes muscle-sore on account of the uneven floor on which she is forced to stand, and the constant changing of the body from one foot to another in order to get into a restful position causes much pain and annoyance. It is a great comfort for the cow to be able to lick herself, and whenever it is practicable she should be so tied that she can lick any part of her body. Behind the cow, to be used as an absorbant, there should be dry earth or sawdust.

The barn should be well ventilated, the light and air coming from behind the animal rather than from overhead. Windows should be arranged on the south and east sides of the barns to let in plenty of sunlight.

When the weather is pleasant turn the cows out in the sunshine for a little exercise for an hour or two, but be sure to stable them before the temperature begins to lower in the afternoon. It is better for the cows to stand in the barn on cold and stormy days than to be turned out, for when they become wet much of the warmth of

the body must be exhausted to dry the thick coat of hair, and besides there is danger that the cow will take a severe cold, which may lead to tuberculosis.

Many people do not realize the importance of giving cows a thorough brushing every day. It will keep the skin clean and healthy, prevent disease, and will repay the labor bestowed, besides making the cow more comfortable and contented. A stiff brush made of broom corn is the best.

A cow's mental condition should at all times be considered. Be careful not to frighten her; remember she has a very nervous organization, and it is important that she be kept quiet, and treated with uniform gentleness. There should be no blows struck, no kicks given, no stones thrown, no loud words spoken. These distress and disturb her, and will lessen the flow and injure the quality of the milk. In the country boys taking cows to and from the pasture often chase them, making them run fast; this should never be allowed as it is a great injury to them. Kindness to animals is capital well invested, and pays the farmer, in return, a large revenue. If possible always have the same person milk, and let it be one who is naturally kind, and who inspires the cow with confidence.

THE GOAT.

In its domestic state the goat is found in almost every part of the globe. He is stronger, lighter, more agile and less timid than the sheep. He is robust and easily nourished, for he eats almost every herb, and is injured by very few.

The goat fears not, like the sheep, too great a degree of heat, but he appears to feel the effect of severe cold. He is not afraid of rain or storms.

The milk of the goat is very rich and nutritious, more easily digested than that of the cow, and is often beneficial to consumptive patients. Some goats yield as much as four quarts of milk daily, although the average is more nearly two. Both cheese and butter are made of goat's milk; they have a peculiar, but not disagreeable, flavor.

The goat thrives under the care of man, and with proper care and kind treatment, becomes a valuable outdoor pet for the children.

A FEW FACTS ABOUT SHEEP.

Sheep are highly nervous and sensitive animals, and should never be frightened by shouts, kicks, or blows. When driving them along the road, let them go their own pace, and when a long distance has to be traveled, let them

rest occasionally. Don't forget to water them, especially in summer on dusty roads.

Another great cause of suffering and disease is too early shearing. When the sheep are deprived of their warm coats before the cold spring winds and storms are over, as is often the case, they suffer extremely, and many of them become ill with bronchial or lung diseases. In this diseased condition it is known that their owners sell them in the market for food. Few persons have any idea of the unnecessary suffering that sheep as well as cattle endure through the thoughtlessness, indifference or cupidity of the men who are making their living out of this business. Consumers as a rule care only to get meat, hides and wool at the lowest possible price. Legislation on the subject is very inadequate. All who are in favor of humane treatment of our useful fourfooted friends should unite in the attempt to get better laws passed and to see that they are enforced.

—*Animals' Friend.*

KINDNESS TO SHEEP.

Miss Louisa M. Alcott, when traveling in Massachusetts many years ago, saw the performance of a kind act which deeply impressed

her. Her train stopped twenty minutes at a station. She looked out of a window at a waterfall which, tumbling over rocks, spread into a wide pool which flowed up to the railway.

Full in the sun, nearby, stood a cattle train. The mournful sounds that came from it touched her heart. Every crevice of room between the bars across the doorways was filled with pathetic noses, sniffing eagerly at the sultry gusts that blew by. How they must of suffered, in sight of water and not a drop to wet their poor parched mouths!

Miss Alcott's kind heart was so moved by the sufferings of the cattle and the sheep that she was tempted to get out and see what she could do for them. The time was nearly up, and, while she hesitated, two little girls appeared. They had been berrying, and, emptying their pail, and putting the berries in a safe place, the older girl ran to the pool, and carried a pail full of water to the suffering sheep, who stretched their hot tongues gratefully to meet it. Their eagerness made little barefoot's task a hard one. To and fro she ran, never tired, though the small pail was so soon empty.

Her friend meanwhile pulled great handfuls of clover and grass for the cows. Having no pail, she filled her "picking-dish" with water to throw on the poor, dusty noses, appealing to her

through the bars. "I wish," wrote Miss Alcott, "I could have told those tender hearted children how beautiful their compassion made that hot, noisy place, and what a sweet picture I took away with me of those two little sisters of charity."—*Adapted from "Songs of Happy Life."*

THE SHEEP AND THE GOAT.

Not all the streets that London builds
Can hide the sky and sun,
Shut out the winds from o'er the fields,
Or quench the scent the hay-swarth yields
All night, when work is done.

And here and there an open spot
Lies bare the light and dark,
Where grass receives the wanderer hot,
Where trees are growing, houses not;
One is the Regent's Park.

Soft creatures with ungente guides,
God's sheep from hill and plain,
Are gathered here in living tides,
Lie wearily on woolly sides
Or crop the grass amain.

And from the lane and court and den,
In ragged skirts and coats,
Come hither tiny sons of men,
Wild things, untaught of book or pen,
The little human goats.

One hot and cloudless summer day,
An over-driven sheep
Had come a long and dusty way;
Throbbing with thirst the creature lay,
A panting woollen heap.

But help is nearer than we know
For ills of every name;
Ragged enough to scare a crow,
But with a heart to pity woe,
A quick-eyed urchin came.

Little knew he of field or fold;
Yet knew enough: his cap
Was just the cap for water cold—
He knew what it could do of old;
Its rents were few, good hap!

Shaping the brim and crown he went,
Till crown from brim was deep.
The water ran from brim and rent;
Before he came the half was spent—
The half, it saved the sheep.

O little goat, born, bred in ill,
Unwashed, ill-fed, unshorn!
Thou meet'st the sheep from breezy hill,
Apostle of thy Savior's will
In London wastes forlorn.

And let priests say the thing they please,
My faith, though very dim,
Thinks He will say who always sees,
In doing it to one of these
Thou didst it unto him.

—*Gec. Macdonald.*

CHAPTER XI

PIGS.

In their wild state, pigs are active and swift-footed, and never become very fat; therefore in the changed conditions which we have imposed upon them it is very evident that they need more exercise than they usually get to make them healthy.

In their natural condition they get exercise by rooting over the ground in search of roots and grubs. In this they are aided by their remarkably keen sense of smell. It is said that when in herds, they show great cunning in securing food, and that they will take turns in shaking trees (by rubbing against the trunks) to get the fruit off.

We should not boast of our civilization until the domestic animals are at least as healthy as the untamed. The pig like all the rest is entitled to free range in the pasture where there is a running brook, from early spring to late autumn.

Sunshine, clean food, pure air and water, comfortable and dry quarters, a wide range, clover pasturage, if possible, all these are required to keep swine in a healthy condition.

HOUSING.

Swine should not be kept under a stable, nor in any cellar, or other dark, damp place.

To realize the best results in raising swine, it is absolutely necessary that they should have a comfortable shelter.

It is a mistake to think pigs are dirty and stupid by nature. The domestic pig only becomes lazy, dirty, and stupid, when it is kept in a dark, small, filthy place, allowed no exercise, and fed on unwholesome rubbish. A well-kept sty should be warm, clean, and dry, with a window to admit air and sunshine. The walls of the sty should be thick enough to keep the temperature even, and there should be ventilators.

Keep the troughs clean, and don't leave food in them after the pigs have finished eating. Stale food causes fermentation in the stomach.

THE RABBIT.

If you do not keep pet rabbits, you are sure to know someone who does. Therefore, perhaps, you will be interested to hear something about them.

As it is necessary to keep your pets warm and dry, you should have a good thick covering to put over the wire front of the hutch in winter and wet weather, but be careful not to exclude the air entirely.

Regularity in feeding is very important, both as to hours and as to the quantity of food given. You must have a fixed feeding time, then you will be less likely to forget the helpless creatures dependent upon you. The morning meal should never be given later than eight o'clock; never feed them at noon, as that is the time for rest and sleep; the second meal should be given about sunset, and this is the principal meal, as rabbits eat with the greatest appetite during the night. You may give them turnips and other root vegetables, oats, peas, beans, pollard, meal, bran, and acorns. They will eat most green foods

when fresh, though too much is most harmful to them; and a varied diet, such as carrots, hay, dandelion, plantain, parsley, celery tops, lettuce or cabbage, given in moderation, will please them and do them good. Apples and pears, or the peel of these, they are very fond of. Fresh green grass is very good for them, also carrot or turnip-tops, and potato parings. Do not give wet green food; after heavy rain the green vegetables should be well shaken and dried; they should never be fed entirely on bran and corn. As a rule rabbits do not require as much drink as many animals, but water should be kept within their reach, especially when there is a scarcity of green food.

Remember always that over-feeding is as cruel and harmful as under-feeding. In their natural state they will only eat as much as they want, and then scurry about in the woods and fields till they feel again inclined to nibble the grass or whatever green food happens to be near. Therefore, if they cannot have much exercise, their food should be regulated accordingly, and though it may save you time in the morning to put a lot of lettuce leaves in the hutch all at once, it will save you more time and trouble in the end if you feed them regularly and carefully.—*Animals' Friend*.

FURS.

Most of the skins used for furs are obtained by "trapping" the unfortunate owners; and the process is attended with extreme and unnecessary cruelty. Not only must the animal endure the pain inflicted by the sharp steel of the trap, but the suffering is largely augmented by fear, hunger, thirst and cold while waiting for hours or even days for the approach of the hunter, to put an end to the torture. Frequently freedom is purchased by the sacrifice of a limb, which is gnawed off by the animal's own teeth; and it has been stated by trappers that one animal out of every five captured has only three legs.

Furs are luxuries, and no more essential to human life than are diamonds. They are prepared with arsenical soap, the poisonous dust from which must be injurious to the wearers; they are also non-ventilating and therefore unhealthy to wear.

No reasonable excuse can be offered for the fashion of wearing furs, for imitation fur cloths in all sorts of materials and colors may be purchased at any good shop at reasonable prices, and the wearers of such clothing are quite as cosy and warm, and appear quite as pretty in them as their sisters, when bedecked with real skins.

THE STEEL TRAP.

The steel trap and other traps, largely used by rabbit-catchers and game-keepers, have been well described as abominable devices, both as a means of indiscriminate destruction and as instruments of torture most horrible, for not only do the sharp teeth, by which the victim is held and lacerated, cause excruciating pain, but this pain is often prolonged for days and nights together, until the keeper or some passer-by may happen to visit the spot and put the sufferer out of his misery.

There should be a law against the use of such traps.

JAILED IN THE ZOO.

Yes, they are "jailed!" They are jailed! And why?
They are prisoned in from free air and sky!

What have they done to be cheated so
Of the glad, free life they were made to know?

What have they done? Do they penance pay?
Oh, it is we who have sinned—not they.

Trail and forest and mountain hem—
These were their homes. We have cheated them!

They are God's creatures. To each was lent
The right to its own environment.

Oh, the ceaseless sound of the music's din
As the pleasure-crowds pass out and in!

Oh, eyes that look through the bars all day,
Sad with a prayer which they cannot say!

Wild with a yearning as strong as death
For the polar sea, or the jungle's breath.

Has earth not pleasures enough, I say,
That it must sin in this heartless way?

Yes, they are "jailed!" They are jailed! And why?
They are prisoned in from free air and sky!

Trail and jungle and mountain hem—
These were their homes. We have cheated them!

Then who has the right! (Yes, tell me who)
To jail God's creatures within the Zoo!

Alice J. Cleator.

EXHIBITIONS OF TRAINED ANIMALS SHOULD BE DISCOURAGED.

Those who enjoy going to the circus or menagerie or to any show of wild animals, ought to consider how they would like to be shut up as prisoners all their lives and forced to do unnatural tricks. Some animal trainers try to make the public believe that tricks are taught by kindness and that the animals are comfortable and happy; but persons not in the business who have had an opportunity to watch trained animals behind the scenes say that there is a great deal of suffering among them. To all these questions we can apply the Golden Rule and deal with these creatures which are at men's mercy as we should wish to be dealt with if we were in their place.—*Anna Harris Smith.*

MERELY EXPLOITATION OF ANIMAL FOR PRIVATE GAIN.

What the public wants at the place of entertainment is humane skill and human art, and not the exploitation of subjugated wild beasts and tame animals which have been reduced to servitude and made to do unnatural freak tricks for the enrichment of their trainers and those

who "present" them for the sake of mere commercial profit. To such all friends of animals will offer the most relentless hostility, and the managers of the music halls had better take the lesson to heart, for there is a great and growing public intolerance of anything which savors of inhumanity to animals. The benefit of the doubt is not going to be given to the trainer and the exploiter of these poor beasts, but it is going to be given to the victims who are most in need of it.—*Ella Wheeler Wilcox.*

PITY THE POOR SEAL.

It is a sad sight to see the poor seal at the Zoo, swimming about in so small a bath, when his right home is the wide, wide sea, or it is almost as bad as watching a wild bird in a cage.

In the sea, the seal enjoys freedom, finds his proper food, plays with his friends, and has a wife and young ones to love. He can have none of these joys in his prison at the Zoo.

The love of the mother seal for her little ones is very great.

A sailor, named Ernest Whitehead, once caught a young seal, which he took on board his ship. The poor little thing was tied up in a sack and left on deck. After a time the sailors

noticed a seal swimming around the ship howling pitifully. The young seal answered her cries. As soon as the anchor was cast the little captive managed to throw himself into the water, sack and all. The other seal, his mother, seized the sack, and tore it open with her sharp teeth. The two then swam off together. She had followed the ship for eighty miles.

—*Animals' Friend, England.*

CHAPTER XII

BIRDS.

Bird Day is more widely observed each year. School exercises include instruction as to the great value of birds, and the necessity of protecting them.

THE PRAYER OF A CAGED CANARY.

When I settle down to sleep,
My little cage from draughts pray keep,
In darkened corner snug and warm,
Secure from mice and all harm.

And in the morning when I wake
If my small home quite neat you'll make,
With perches clean, and sanded floor,
My hymn of gratitude will soar.

Fresh seed and water are my wealth,
A bone of cuttle-fish my health,
With bit of lettuce, apple sweet,
Or orange as occasional treat.

My bath I covet,—but pray try
To shield me from all draughts till dry;
Yet place me not in sunshine strong,
'Tis rather trying all day long.

Nor hang my cage too high above,
Bring me more close to those I love,
To be where I can always greet
Your kindly words with singing sweet.

Edith M. Aims.

HOW THE BIRDS HELP THE FARMER.

Mr. Frank M. Chapman says that “the economic value of birds to man lies in the service they render in preventing the undue increase of insects, in devouring small rodents, in destroying seeds of harmful plants and in acting as scavengers. Leading entomologists estimate that insects cause an annual loss of eight to nine million dollars to the agricultural interests of the United States. * * * If we were deprived of the services of birds the earth would soon become uninhabitable.”

The chickadee, nuthatch, woodpecker, and other birds are searching in the tree trunks and along the fences for the eggs and buried larvae of insects, which would, if not disturbed, hatch out millions of flying and crawling creatures that would destroy the garden, orchard, and field.

Some farmers are beginning to appreciate the value of birds as insect destroyers and understand the necessity for active measures to insure their protection.

TO ATTRACT THE BIRDS.

Mr. Lawrence Bruner says: "If we take pains to water our birds during the dry season, they will be much less apt to seek this supply from the juicy fruits so temptingly near at hand." He suggests placing little pans of water in the orchard and vineyard. It is well to plant wild fruit that will bear during the weeks when the birds eat cultivated fruit.

The Russian mulberry may afford protection not only to strawberries and cherries but to any other fruits and vegetables which may be ripening about the same time in the immediate vicinity. Rows of these trees, also early Juneberry and shadberry trees should be planted near the orchard, along roads, and between grain fields.

Wild black cherry, choke cherry, elder, buckthorn, mountain ash, Virginia creeper, dogwood, bittersweet, bayberry, and pokeberry are all useful to protect the cultivated fruit.

The bluebird is a good friend, destroying harmful insects and wild fruit can be planted to encourage his presence.

The robin is found to eat but little cultivated fruit, less than five per cent. Nearly half of his food consists of wasps, ants, spiders, grasshoppers, caterpillars, etc. He also destroys the March fly larvae which injures the grass in the hay fields.

The chickadee will in one day destroy 5,550 eggs of the canker worm moth, and farms where this bird is encouraged to spend the winter are remarkably free from these pests.

The brown thrasher eats some cherries and grain, but these constitute only eleven per cent. of his food, and he does great good by the destruction of many beetles which would do far more injury to the crops.

The house wren and butcher bird do great good in destroying caterpillars, bugs, crickets, spiders, grasshoppers, locusts, web worms, injurious beetles, etc., etc.

The butcher bird and loggerhead strike destroy grasshoppers, mice, etc.

The catbird is said to eat fruit, but while this is true in some parts of the country, one-third of its food consists of harmful insects. This bird prefers wild fruits to cultivated, such as berry-bearing bushes, red mulberry trees, etc.

Mr. Orange Judd suggests that the crops of cherries and strawberries be protected by "planting the prolific Russian mulberry, which

if planted in hen yards and pig runs, will afford excellent food for the hens and pigs, besides attracting the birds away from more valuable fruit."

The vireos help the farmer by destroying harmful insects.

Cedar bird. More than one-half of its food consists of wild fruit, and one-eighth of insects which are among the worst pests of the country especially the elm leaf beetle.

Swallows, not only are the greatest fly catchers, but also destroy flying ants, beetles, and weevils.

The rose breasted grosbeak is fond of potato-beetles, and is especially helpful to the farmer.

The meadow lark has been said to eat clover-seed, but that seems to be a mistake, for ninety-nine per cent. of his food at clover time was found to be insects, mostly grasshoppers. It is estimated that the value of the grass crop saved by meadow larks on a township of thirty-six square miles each month during the grasshopper season is about \$356.40.

Professor Beal says: "Far from being injurious, it is one of the most useful allies of agriculture, standing without a peer as a destroyer of noxious insects."

The red-winged blackbird is also a friend, destroying quantities of caterpillars, grasshoppers, and weevils, and even when in the corn-

fields more than pays for the corn eaten by destroying the worms in the husks.

In winter it destroys seeds of rag-weed, fox-tail grass, and bird weed.

The crow blackbird destroys the rose bug, curculio, May beetle, grasshopper, cricket and locust. The birds follow the plow and feed on grubs. It is only when in rare instances these birds descend upon a field in hundreds of thousands that they may do much injury.

The crow is said to feed on the sprouting corn and corn in the milk, on cultivated fruit, and the eggs and young of poultry and wild birds.

While it has been found that these charges are true to a certain extent, yet the amount destroyed is small compared with the good done in destroying injurious insects and animals. The eggs and young of poultry constitute only one per cent. of his food for the year.

The crow destroys injurious insects:—grasshoppers, May beetles, cut worms, etc., also mice. Moreover he does good service as a scavenger.

The bluejay has been accused, like the crow, of eating corn and young birds and eggs, but it has been found that he prefers mast, seeds of trees such as acorns, etc., and twenty-two per cent. of his food consists of grasshoppers, caterpillars, etc., so that he does more good than harm.

The horned lark; or shore lark does great good by eating weed seed and but little damage to grain crops.

The yellow-bellied fly catcher, wood pewee and phoebe are all helpful to the farmer by their destruction of harmful insects.

The kingbird has been accused of destroying honey bees, but examination proved that nearly all the bees were drones, and that he feeds upon the robber fly, the worst enemy of the honey bee, and known to kill 104 bees in a day. The kingbird also destroys the gad-fly, ants, grasshoppers, rosechafers, clover weevil, etc. He prefers wild cherries, elderberries, etc., to cultivated fruit.

The flicker has been wrongfully accused of eating corn. Nearly half its food consists of grasshoppers, and Professor Beal says that this bird, also the hairy and downy woodpeckers, should be protected and encouraged.

The red-headed woodpecker eats more grasshoppers than any other woodpecker, also eats June bugs, weevils, etc.

The woodpecker sapsucker. These birds are largely insect-eaters. It is only occasionally that an ornamental tree may be injured by them, and to protect these, the black alder, Virginia creeper, wild black cherry, and juniper can be planted.

The cuckoo, black-billed cuckoo and yellow-billed cuckoo are very useful in destroying injurious beetles, grasshoppers, caterpillars, web worms, etc., etc.

Hawks and owls. These are among the best friends of the farmer.

Dr. Fisher says: "The birds of prey, the majority of which labor night and day to destroy the enemies of the husbandmen, are persecuted unceasingly."

The marsh hawk is one of the most useful. It has a white rump and flies low over the meadows, it lives on meadow mice, etc.

Red-tailed hawk, hen hawk. The bird does not deserve this name, sixty-six per cent. of its food consists of injurious mammals.

The red-shouldered hawk, sparrow hawk, Swainson's hawk are all most useful, destroying insects and mammals. It is said that 300 Swainson's hawks in one month save sixty tons of produce that would otherwise be destroyed by grasshoppers.

The long-eared owl destroys mice and disturbs but few birds, and is said to do much good.

Barred owl. Only four and one-half per cent. of its food consists of poultry and game and it could do much less harm if chickens were shut up at night. Its food is mostly made up of injurious insects and mammals.

The screech owl destroys both insects, mice, and rats.

The barn owl lives mostly on injurious mammals, gophers, moles, mice, rats, etc. It has been found that ninety-three per cent. of its food consists of mice. Owls remain with us through the winter feeding upon the little enemies of orchard, garden and field.

Birds of prey require a great quantity of food, and about two-thirds of them are on the whole beneficial.

Thistles are a great trouble to farmers. The goldfinches eat the seeds of thistles, and ask no other wages.

“Do not leave unfortunate parrots, or other foreign birds, to shiver at night in cold rooms. If they are cruelly caught and caged and brought from their own warm homes, at least we need not add the unkindness of forgetting our poor prisoners here.

“All birds living during the day in a room warmed by a fire, ought at night to be covered with a woolen wrapper, if the nights are very cold. It is bad enough to cage them, but worse to neglect them when caged. Dust, gaslight, stoves, draughts and stuffy rooms are some of the many miseries which the poor little things have to bear.

“Wild birds should never be trapped and kept caged. They cannot be happy in captivity any more than we could be in prison.”

PITY THE POOR PARROT.

I think that many people forget how wretched it is for a bird to be cooped up in a cage with nothing to do and that when wild and free all birds are busy creatures. The poor parrots brought to this country cannot be happy without biting something, because biting is part of their work. In their own home they seek a hole in a tree in which to make their nests. This hole they carefully carve with their bills into the size and shape they want. Pity poor Poll in his wire prison, and give him an old cotton reel to bite. Watch how neatly he will carve it with his bill, not idly or carelessly, but in a busy careful way as if he were doing something really useful. Poor fellow, perhaps he fancies himself nest-building again in his own sunny land.

—*Animals' Friend.*

“How can I teach your children gentleness,
And mercy to the weak, and reverence for life,
When by your laws, your actions and your speech,
You contradict the very things I teach?”

Longfellow.

FROM BIBLE NATURE STUDIES

BY MARION CADY

Jeremiah refers to the stork and crane as showing more wisdom and judgment than man, who has power given him to reason.

The stork teaches us to be kind to those who are old and afflicted. This bird always cares very tenderly for its father and mother when they are old and feeble. It is said that when the storks go together on a long journey, the old birds sometimes become tired and then they are permitted to rest their heads upon the back of the strong young birds and sometimes are even carried on the backs of stronger birds. If any of them are ill, their friends bring them food and care for them.

THE PROVIDENT WOODPECKER.

The ant "provideth her meat in summer and gathereth her food in harvest;" and there are birds which build no barns, but make a storehouse of Nature. The woodpecker drills a hole in a tree and sticks a nut into it. He cares nothing for nuts, but his learning, inherited from centuries of ancestry, tells him that when a nut rots a grub finds it and fattens on its kernel. In the winter the woodpecker finds the grub.

Science has not yet mastered a method of cooking that turns out live meat.—*From Birds of God.*

POISONED GROUND.

Suggestions on the Care and Transportation of Fowls.

It does not seem to be known or generally understood among farmers that it is not possible to yard fowls on the same soil year after year, and retain the health of the fowls. Continuous running on any soil will finally poison it. With this poison the fowls come in contact night and day; their system absorbs it, and the numerous ills to which they are subject in a state of domestication is the result.

Blood and tissue are composed of food, drink, and air, and nothing else. Soils should be made to grow vegetation one or two seasons in order to take out the ammonia and carbonic acid gases. Complete removal to new ground every year has been found to produce the very best results. The soil occupied the year before can be used to grow grain, grasses, and vegetables for one or two years, then the fowls may be returned, thus affording a continuous rotation of occupancy with the best results to the fowls and the crops, the one assisting the other. From a merciful as well as economical point of view poultry should be kept in the highest state of vigor.

In passing farms along the country roads notice the patch of bare earth which can be

seen at quite a distance. This patch of earth, devoid of vegetation, though surrounded by it, has been for many generations the spot where the fowls have been confined from their birth to their death. The earth all around it teems with green herbage. The fowls reach out in vain to get a taste of this food which they know by instinct is what they greatly need, but it is beyond reach, and they must be content with the vile smelling, poisoned earth, and such green food as may be thrown to them occasionally. What wonder fowls are so often diseased!

A movable coop would be an economical device on any place where hens are kept. Hens are natural scavengers and will not only keep down useless vegetation, but will rid the ground of grubs and insects, making a great saving in the hen feed bill.

A good plan which involves very little trouble is to move the yard from one side of the hen-house to the other, thus giving the hens fresh, clean feeding ground.

The way in which fowls are often crowded together in transportation amounts to absolute cruelty, and this is done even in cities where a law has been made to protect them from such abuse. Such treatment undoubtedly has an effect on the flesh of the fowl, and reacts on those who buy and eat fowls thus confined.

In some places fowls are put into crates to be brought to market, and are left in these crates at the doors of markets on the sidewalk, in sunshine or rain, through heat or cold, until they are sold or pine away and lose all their bright, healthy appearance. They often remain until their red combs change to a sickly yellow; they shut their eyes, droop their heads, and patiently wait for death.

The practice of carrying fowls with their heads downward and their feet tied together is very cruel, and in most states is an offense against the law and punishable by fine. Those whose haste or carelessness tempt them to carry any live creature head downward should consider how they would themselves like it. It is also cruel to carry them in bags or to leave them in bags.

CHAPTER XIII

ANIMAL TRADES.

Did you ever read about the different kinds of trades the many outside dwellers were plying? Wilson Flagg in his book of birds speaks of them as musicians. He calls the robin the clarionet player, the blue bird the flageolet, the hair bird the octave flute and the gold robin the bugle.

The birds are the musical characters but the wasps are paper makers, using paper the mills could never use. Their nests are of paper and will repay an examination. The caterpillar is a silk spinner; the mole is an engineer, building a well constructed tunnel. The bee is a professor of geometry, constructing his cells so scientifically they cannot be duplicated by any mathematician. The nautilus is a navigator, hoisting and taking in sails as he floats along or anchors at pleasure. The kingfisher and heron are fishermen. The beetle is a grave digger, going about his work very solemnly. The firefly and

glow worm are the lamp-lighters and the bearers are carpenters and masons. One could continue to enumerate different trades of these busy workers. Everyone who watches the busy life in the outside world of nature will be surprised to find how much of importance there is going on and how much these little creatures are capable of doing.

THE TOAD.

The United States Department of Agriculture reckons that each toad represents a yearly saving of twenty dollars to the nation in the destruction of insects. Its food consists of injurious insects, such as cutworms, army worms, caterpillars, gypsy moths, browntail moths, May beetles, rose chafers, wireworms, cucumber and potato beetles; also snails, thousand-legged worms and sow bugs. The injurious species destroyed constitute sixty-two per cent. of its food.

THE HONEST OLD TOAD.

Oh, a queer little chap is the honest old toad,
A funny old fellow is he;
Living under the stone by the side of the road,
'Neath the shade of the old willow tree.
He is dressed all in brown from his toe to his crown,
Save his vest, that is silvery white.
He takes a long nap in the heat of the day,
And walks in the cool dewy night.
"Raup, yaup," says the frog,
From his home in the bog,
But the toad he says never a word;
He tries to be good like the children who should
Be seen, but never be heard.

When winter draws near, Mr. Toad goes to bed,
And sleeps just as sound as a top.
But when May blossoms follow soft April showers,
He comes out with a skip, jump, and hop;
He changes his dress only once, I confess,—
Every spring; and his old worn-out coat,
With trousers and waistcoat, he rolls in a ball,
And stuffs the whole thing down his throat.
"K-rruk, k-rruk," says the frog,
From his home in the bog;
But the toad he says never a word.
He tries to be good, like the children who should
Be seen, but never be heard.

Animal's Friend.

ANIMALS AND THEIR TOOLS.

Men could not live without animals to help them, but animals could get on very well without men if they had the world to themselves.

Every animal is born with tools of his own, with which he could get a living if he were free and wild.

The tools of a bird are his wings which carry him from place to place, the bright eyes with which he sees his food, and the sharp beak with which he catches insects, or cracks seeds, or cuts up some other sort of food.

The stag and the reindeer use their horns and the elephant his tusks and trunk for many things. Stags have been seen to leap at the branches of tall bushes laden with wild fruits, such as hips and haws, and to shake the berries down with their horns. The reindeer will shovel away the snow with his flattened antlers, so that he may get at the nice, sweet moss which grows beneath.

Every wild animal knows how to use his tools well, but tame animals, kept by man, often learn to use them in new and very curious ways. A cow has been seen to use her horns to lift a gate, so that she and her friends might walk through into the next field, where the grass looked greener. A horse once found out how to

turn a water tap in his stable so as to get a drink when his lazy groom forgot him; and a bull, after watching a pump-handle worked by the man who waited on him, learnt how to do it himself.—*The Animal's Friend*.

ANTS.

As to ants, says Celsus, "they practice the science of social economy just as well as we do; they have granaries, which they fill with provisions for the winter; they help their comrades if they see them bending under the weight of a burden; they carry their dead to places which become family tombs; they address each other when they meet; whence it follows, they never lose their way. We conclude, therefore, that they must have complete reasoning powers and common notions of general truths, and that they have a language and know how to express fortuitous events."

—"*The Humane Idea*" by Dr. Rowley.

"Nature students who have made a study of the spider give him a good name. He is a fine architect and mechanic. He builds houses and bridges on most scientific principles. It is, in fact, quite hard to prove anything against him except his appearance and a few cobwebs.

“It takes a spider three quarters of an hour to make a web measuring half a yard across, and the strength of the silk is really something wonderful, for, size for size, the web is tougher than a bar of steel.”

Agassiz always taught his pupils to kill fish as soon as caught, by a blow on the back of the head, that they might not suffer before dying. Such fish keep better, and are better to eat.

Before boiling or broiling a lobster insert a narrow-bladed knife into the third joint of the tail, severing the spinal cord, which will cause instant death. It is cruel to put them into hot water alive; boiling water causes the most suffering.

Every city, village and country town should be liberally supplied with drinking fountains for animals, and they should be so constructed that even the smallest dog can drink from them.

— *Humane Calendar.*

WHAT ANYONE CAN DO.

“How can I help? How can I widen the power and influence of the humane spirit? This question is often asked us by people anxious to transmute feeling and sentiment into action. From the experience of one of our best friends

we answer, in part, at least, the question. This enthusiastic, but unwearying friend of animals keeps herself supplied with the very best humane literature we can send her, literature furnished at the bare cost of printing and paper. She sees that her grocery boy, milkman, baker, the men who deliver goods of any kind at her door, have each a copy of 'Black Beauty' and the Horse's Prayer, or whatever else might serve to interest them in the animals of which they have the care.

"The other day she gave the man who drove the Standard Oil wagon a copy of the Horse's Prayer, telling him at the same time of her interest in horses. Here is the result: The man took it home, read it, then came back and asked for copies that he could have tacked up in the stables where the company's horses are kept.

"Suppose every woman, anxious to do something for the dumb creatures who serve her directly or indirectly, would follow some such plan as this, taking the trouble from time to time to speak to the men and boys who bring groceries, meat, ice and other things to the house, about thinking of the comfort and welfare of the horses they drive, what a vast impetus would be given the whole humane cause."

—*Dr. Francis H. Rowley.*

ONE WOMAN IN ENGLAND.

Some years ago, in a foreign city, horses were continually slipping on the smooth and icy pavement of a steep hill, up which loaded wagons and carts were constantly moving. Yet no one seemed to think of any better remedy than to beat and curse the animals who tugged and pulled and slipped on the hard stones.

No one thought of a better way, except a poor old woman, who lived at the foot of the hill. It hurt her so, to see the poor horses slip and fall on the slippery pavement, that every morning, old and feeble as she was, with trembling steps she climbed the hill and emptied her ash-pan, and such ashes as she could collect from her neighbors, on the smoothest spot.

At first the teamsters paid her very little attention, but after a little they began to look for her, to appreciate her kindness, to be ashamed of their own cruelty, and to listen to her requests that they would be more gentle with their beasts.

The town officials heard of the old lady's work and they too were ashamed, and set to work leveling the hill and re-opening the pavement. Prominent men came to know what the old woman had done, and it suggested to them an organization for doing such work as she had inaugurated. All this made the teamsters so

grateful to her that they went among their employers and others with a subscription paper, and raised a fund which bought her a comfortable annuity for life. So one kind old woman and her ash-pan not only kept the poor overloaded horses from falling, and stopped the blows and curses of their drivers, but made every animal in the city more comfortable, improved and beautified the city itself, and excited an epoch of good feeling and kindness, the end of which no one can tell.

—*Rev. F. M. Todd, Manassas, Virginia.*

CHRIST CRUCIFIED

BY ELLA WHEELER WILCOX

Published by the American Humane Association
Albany, New York.

Now ere I slept, my prayer had been that I might see my
way

To do the will of Christ, our Lord and Master, day by day;
And with this prayer upon my lips, I knew not that I
dreamed,

But suddenly the world of night a pandemonium seemed.
From forests, and from slaughter house, from bull ring,
and from stall,

There rose an anguish cry of pain, a loud appealing call;
As man—the dumb beast's next of kin—with gun, and
whip, and knife,

Went pleasure seeking through the earth, blood-bent on
taking life.

From trap, and cage, and house, and zoo, and street, that
awful strain

Of tortured creatures rose and swelled the orchestra of
pain.

And then me thought the gentle Christ appeared to me,
and spoke;

"I called you, but ye answered not"—and in my fear I
woke.

Again I slept. I seemed to climb a hard, ascending track;
And just behind me labored one whose patient face was
black.

I pitied him; but hour by hour he gained upon the path;
He stood beside me, stood upright—and then I turned in
wrath.

"Go back!" I cried. "What right have you to walk beside
me here?"

For you are black, and I am white." I paused, struck dumb with fear.

Fo lo! the black man was not there, but Christ stood in his place;

And oh! the pain, the pain, the pain that looked from that dear face.

Then next I heard the roar of mills; and moving through the noise,

Like phantoms in an underworld, were little girls and boys. Their backs were bent, their brows were pale, their eyes were sad and old;

But by the labor of their hands greed added gold to gold. Again the Presence of the Voice: "Behold the crimes I see,

As ye have done it unto these, so have ye done to me."

Now when I woke, the air was rife with that sweet rhythmic din

Which tells the world that Christ has come to save mankind from sin.

And through the open door of church and temple passed a throng,

To worship him with bended knee, with sermon, and with song.

But over all I heard the cry of hunted, mangled things; Those creatures which are part of God, though they have hoofs and wings.

I saw in mill, and mine, and shop, the little slaves of greed; I heard the strife of race with race, all sprung from one God-seed.

And then I bowed my head in shame, and in contrition cried—

"Lo, after nineteen hundred years, Christ is still Crucified."

INDEX

EXTRACTS FROM RECENT HUMANE SERMONS

Dean Tancock, of Trinity Cathedral of Omaha, Neb.: "Humanity has become the badge of modern civilization. It is one of the last and most conspicuous tokens of man's spiritual progress. The conscience of the race is getting more and more awakened, people are becoming more and more thoughtful and tender and considerate, and will become more so as they become more truly Christian."

Rabbi Louis Grossman, D. D., of Cincinnati, Ohio: "The test of a religion is not whether it has a practicable morality that serves in the vulgar affairs of every day, but whether it enlarges the interests and gives sensitiveness and sympathies and can satisfy the finer craving of the soul. No one is emancipated from the brutalities, until he has made refinement a part of the texture of his instincts. Think, feel yourself into the least of life and you will feel with the highest."

Rev. Lynn T. White of the First Presbyterian Church of San Rafael, Cal.: "One of the natural

ways to spread a sound sentiment is to get the thousands of ministers throughout the land to preach it. The Church has been called 'the great university of the people,' and if you get the ear of the worshipping congregations of this land for thirty minutes this morning in which to plead for the practice of kindness to animals, the horses and cows, the dogs and cats, the chickens and birds will soon be singing in their own tongue the praises of a revival of genuine religion in the land, as they understand religion.

"For many years it has been said that the next great revival would be ethical. We are in the midst of this revival now and one of the forms which it has taken is the observance of just such days as Humane Sunday."

Rev. Robert F. Campbell, D. D., of the First Presbyterian Church, Asheville, N. C.: "Rowland Hill, an original and unconventional preacher of two generations ago, once said, 'I would give nothing for that man's religion whose very dog and cat are not the better for it.' He was once forced to remain longer than he had intended at a certain place by the fact that his horse had gone lame during the day. In the evening Mr. Hill conducted family worship; and after supplications for the family, servants and friends, added a fervent prayer for the restoration of the valuable animal which had

carried him so many thousand miles, preaching the everlasting gospel to his fellow sinners. His friend, Mr. Cunningham, at whose house this occurred, was not only surprised, but grieved, and even scandalized, at what he deemed so great an impropriety. He remonstrated with his guest. But Mr. Hill stoutly defended his conduct by an appeal to scripture and the superintending watchfulness of Him without whom a sparrow falls not to the ground."

Dr. Frederick M. White, of Union Baptist Church, Providence, R. I.: "There are two great masterpieces telling of our human quest for the realization of the Ideal. They have presented the quest in the guise of the search for the Holy Grail.

"Tennyson's ideal knight was Sir Galahad, who is born good, stays good and never meets with any foe that does him any serious injury. Wagner's ideal knight was Parsifal, who was born on a lower plane, rises above it only by fierce fighting, and when at last he wins the Grail, is it not with smiling face and shining armor. And let us always remember that Parsifal's first step was when old Gurnemanz reproached him for wounding the wild swan. Parsifal broke his bow and threw it away from him in remorse and pity. His first step was sorrow at having been unkind to any dumb

animal. From that moment, old Gurnemanz sets him on his holy quest, till at last he wins the Grail."

Rev. J. W. Denness Cooper, St. Michael's Church, Geneseo, N. Y.: "Now I want to make this sermon essentially practical.

"Give the Society, which has promoted this day and which makes so much for the happiness of those our dependents, our active support. See that humane laws are made and enforced. Do not be content with a feeling that these things could be so, but make them operative in the lives of the people through legislation.

"Teach your children. Here above all is our opportunity for the inculcation of the great lesson of kindness. Teach them to know and to love their little brothers of the forest and of the earth. No child's character can be properly rounded without the ownership of some animal, in order to develop its protective sense and the virtues of kindness, gentleness and love. And you women! The things you wear: know at what cost of pain and terror those things in which you adorn yourselves have come to you."

Rev. Eugene Allen, First Methodist Church, Sioux Falls, S. D.: "Indeed a significant outcome of Christianity is the altered view it gives of the rights of all created things. When Bergh did his work he simply wrote the will of God

toward the dumb creation in terms of modern usage. To-day the great mission of the society for the prevention of cruelty to animals is commonly accepted and its duty received by a willing public. Yet, it will always use the propaganda of education and religion for the sake of the growing generation if for naught else."

Rev. George Shipman Payson, D. D., Mount Washington Presbyterian Church, New York: "The mute appeal of the brute is eloquent and moving. No human heart can resist it. I have long cherished a sincere esteem for the good woman of Fort Washington, in this city, who once said to me, 'I try always to treat my domestic pets, my dog and my cat, just as I would have God treat me. I often think as they look up to me so trustingly and affectionately, that in some real sense I occupy the same relation to them as our Heavenly Father does to us; and I try to live as I think He would have me in representing His wisdom, and power, and providence to them.' Do your domestic pets think of you as the children of the God of Love? Do all the animals with which you come in contact find your life reflecting the grace and the mercy of the skies?"

Rev. J. A. Mitchell, Baptist Church, Norwood, R. I.: "Cruelty to animals is a two-edged

sword, injuring not only the dumb and patient sufferers but blunting the moral nature of the person guilty of the offense. A man cannot be a Christian and willingly inflict torture on any living thing. When the channels of mercy are dried up you may be sure that the fountain of love is empty."

Jacob S. Raisin, Rabbi, K. K. Beth Elohim, Charleston, S. C.: "If cruelty to animals is ever to cease from the face of the earth, it must be brought about rather through the medium of education than through the channels of legislation; less through the mailed fist of the law acting without us, than through an enlightened conscience and the spirit of kindness astir within us. We must enter upon a wider and deeper educational propaganda than ever before, especially at this time when nations are exterminating one another, and when 'Man's inhumanity to man hath made countless millions mourn.' We must teach and preach till all be convinced that it is as sinful and degrading to maltreat a helpless beast or bird as it is to hurt a frail woman or child. We must call to our women:

'Shame on the mothers of mortals
Who have not stopped to teach
Of the sorrow that lies in dear, dumb eyes,
The sorrow that has no speech.'

“And especially must we inculcate in our children, from their earliest infancy, the sublime truth that as ‘God is good to all, and His tender mercies are over all His works,’ so should we be good to all; that the greatest service we can render Him is by rendering services to those who are His.”

SUGGESTIVE HELPS

Rev. Samuel Cox, of England, the well known Commentator upon the scriptures, was, in his early days, a shepherd boy in Wales. In speaking of his experience he says: “North Wales is not so wild or solitary as Judea was, and yet, as I have wandered over the Welsh hills, I have had a sheep limp towards me, and hold up a broken leg, or a dog extend his thorn-poisoned foot, secure of kindness, and mutely demanding my aid.”

When John Greenleaf Whittier was a boy he was induced to go turtle hunting. After catching the turtle the boys bent low a branch of a tree, tied the turtle fast, and then let the limb spring back. The boys went home leaving the turtle swinging in the air; but young Whittier could not sleep after he went to bed, for he kept thinking of the poor turtle. About midnight the timid little fellow got up, dressed, and went

alone into the woods. He released the turtle, put it back into the brook, and then the future poet went back to bed with a happy heart and went to sleep.

“Dumas had a big, intelligent, Scotch pointer dog, of which he was fond. The dog, like his master, loved company. He would sit out in the road, watching for passing dogs, which he would take to the house, and he kept this up until there were thirteen dogs living at Monte Cristo. The gardener then complained to his master, and asked him whether he should not whip twelve of the dogs and send them away. Mr. Dumas said: ‘You see, when the good God gives us riches, a fine house and position, he also imposes charges upon us. Since the dogs, which, after all, are His creatures, too, are in the house, I prefer that they stay.’ ”

LINCOLN'S EARLY LOVE FOR ANIMALS

Many instances are told of Lincoln's great love for animals. When a boy, it is said that once a neighbor gave him a little pig to which he became very much attached. In speaking of the incident, Lincoln said, “he was my constant companion, and we played many games to-

gether." At length the pig grew big enough to be eaten, and one day Lincoln's father locked it up in the smoke house where young Abe could not reach the button. In telling of this incident he said, "I got sick, could not eat any breakfast, went into the woods and stayed all day. When I came in at night I saw my pig dressed and hanging from a pole near the house, and I began to blubber. They never could get me to take a bite of that meat, neither tenderloin, nor rib, nor sausage, nor souse."

—*Leaflet, American Humane Association.*

SHORT QUOTATIONS

"The love of humanity is the foundation of all virtues."—*Abraham Lincoln.*

"All just laws condemn cruelty."—*Calderon.*

"All cruelty springs from weakness."—*Seneca.*

"Cruelty is the attribute of the coward."

—*Calderon.*

"We ought never to sport with pain and distress in any of our amusements, or treat even the meanest insect with wanton cruelty."

—*H. Blair.*

"One thing we must never forget, namely; that the infinitely most important work for us is

the humane education of the millions who are soon to come on the stage of action."

—*George T. Angell.*

"Cruelty, like every other vice, requires no motive outside of itself; it only requires opportunity."—*George Eliot.*

"Apart from all questions of policy and interest, the observance of mercy and kindness toward dumb animals is rich in pure, indefinable satisfaction. It blesses not only the lower being which is the recipient of it, but doubly him who practices it."—*Henry Bergh.*

"Some animals are so faithful that I hesitate to call them brutes, and therefore designate them as members of the mute creation."

—*Lord Erskine.*

"It is said that a favorite childish occupation of one of the most cruel of Roman emperors was in killing flies. A benevolent man will not needlessly tread on a worm, nor deprive the harmless reptile of life which he is unable to restore. If humanity prompts us to spare a worm, how kind and tender should we be to the child 'made in the image of God?' 'Maxima reverentia debatur pueris.' "

—*J. Cardinal Gibbons.*

"Cruelty to animals is the characteristic vice of a vulgar, base nation or individual."

—*Alexander von Humboldt.*

"Society owes to the horse a debt of gratitude a thousand times greater than it does to thousands of men who abuse him."

—*Henry Ward Beecher.*

"A desire to diminish human misery is accompanied by a desire to ameliorate the condition of inferior creatures."—*Herbert Spencer.*

"Cruelty to dumb animals is one of the distinguishing vices of the lowest and basest of people; wherever it is found it is a certain mark of ignorance and meanness; an intrinsic mark, which all the external advantages of wealth, splendor, and nobility cannot obliterate."

—*E. Jones.*

WHAT GREAT PHILOSOPHERS SAY

"Whoever thinks that men might behave sympathetically to their fellows, whilst behaving unsympathetically to inferior creatures, will discover his error on looking at the facts. He will find that human beings are cruel to one another in proportion as their habits are predatory. The Indian whose life is spent in the chase, delights in torturing his brother man as much as in killing game. The treachery and vindictiveness which Bushmen or Australians show to one

another and to Europeans, are accompaniments of that never-ceasing enmity existing between them and the denizens of the wilderness. Among partially civilized nations the two characteristics have ever borne the same relationship. Thus the spectators in the Roman amphitheatres were as much delighted by the slaying of gladiators as by the death struggles of wild beasts. The ages during which Europe was thinly peopled, and hunting a chief occupation, were also the ages of feudal violence, universal brigandage, dungeons, tortures."

—*Herbert Spencer in Social Statics.*

"One thing I have frequently observed in children, that when they have got possession of any poor creature, they are apt to use it ill; they often torment, and treat very roughly, young birds, butterflies, and such other poor animals which fall into their hands, and that with a seeming kind of pleasure. This I think should be watched in them, and if they incline to any such cruelty, they should be taught the contrary usage. For the custom of tormenting, and killing of beasts, will, by degrees, harden their minds even towards men; and they who delight in the suffering and destruction of inferior creatures, will not be apt to be very compassionate or benign to those of their own

kind. * * * Children should from the beginning be bred up in abhorrence of killing or tormenting any living creature; and be taught not to spoil or destroy anything, unless it be for the preservation or advantage of some other that is nobler."—*John Locke*.

The Animal Rescue League of Boston, Massachusetts, was founded by Mrs. Huntington Smith in 1899, for the care of homeless, lost, neglected and suffering animals. The need of this work was recognized at once and though the League was started with only one hundred and fifty members, it now numbers over four thousand annual members and donors. The responsibilities connected with the work of this society increased so greatly that in 1907 Mr. Huntington Smith became actively interested as Managing Director.

An illustrated monthly paper, *Our Fourfooted Friends*, edited by Mrs. Smith was begun in 1902 and has a wide circulation. The League also published a considerable number of humane stories and leaflets, which are much in demand for schools and libraries and for purposes of humane education generally.

From the beginning of the Animal Rescue League, it was the purpose of Mrs. Smith to in-

clude a home of rest for horses, and as soon as a suitable place could be found for it, near enough to the city to be of practical use, this branch of the work was started at Pine Ridge, Dedham, about nine miles from the business center of Boston. There horses belonging to cabmen, expressmen and peddlers are taken for vacations. A limited number of old family horses are also taken as pensioners.

The League has a special horse rescue fund and an agent whose business it is to attend auctions and look up in sales stables and on the streets old horses that are unfit for work. These are purchased by the League for small sums when their owners will not give them up without payment, the purpose being to get possession of the horse as quickly as possible and relieve him from his misery. Many stables are visited and owners and drivers not caring for their animals are duly admonished and instructed. The League is not a prosecuting society, its main purpose being the immediate relief of suffering animals.

The League has six receiving stations outside its regular headquarters at 51 Carver Street, Boston. Three motor cars and a large force of agents collect and care for the animals. About four thousand dogs and over thirty-six thousand cats were cared for in the year 1917. A number

of these animals are restored to their owners; desirable young males placed in homes that are carefully chosen; but it is distinctly understood that the main object of the League is not to provide families with dogs or cats, but to lessen the number of homeless and neglected animals.

Inspired by the influence of the Boston Animal Rescue League, and through the active efforts of Mr. and Mrs. Smith, eighteen animal rescue leagues and similar shelters have been started in different parts of the country, of which the very successful Animal Rescue League at Washington, D. C., is an example.

In 1911 Mr. Smith perfected a painless and highly efficient method for destroying animals by electricity. Apparatus designed by him is now in use by upwards of thirty humane societies in this country and Canada and the rights to this invention have recently been taken over by the Royal Society for the Prevention of Cruelty to Animals of England.

TESTIMONIALS FROM STATES HAVING COMPULSORY HUMANE EDUCATION LAWS

Thomas T. Tynan, State Superintendent of Public Instruction of Wyoming: "I consider the law requiring Humane Instruction to be one of the best of our school laws in its moral effect on children. It encourages in them love of nature and of all dumb creatures, making them considerate in little things at first, to become a habit and show in larger things. Children naturally love animals, and by encouraging this love and cultivating it, great benefit is done not only to the animals over which they may have control but to their own natures.

"I do not think this teaching works any particular hardship on either the teacher or pupils, but encourages a closer friendship and intimacy between them and is a pleasant diversion from the usual routine studies, as it may be given as a nature lesson, or debate, on Friday afternoons recreation."

L. W. Baxter, State Superintendent of Public Instruction of Oklahoma: "We have the best Humane Education law in the United States. It has the best moral effect on children, not only making them kinder to birds and animals but

to each other. Such instruction is most helpful both from a disciplinary standpoint and the development of the sympathies of children. Such teaching does not work any hardship on pupils, teachers or superintendents. It is a work of love. We hope every state in the Union will adopt and enforce such a law."

Katherine L. Craig, State Superintendent of Public Instruction of Colorado: "The results from the teaching of humane treatment of animals as required by law in this state are exceedingly satisfactory. Much of this teaching is correlated with the subject of Nature Study as we find, if the child is interested in and acquainted with animal life, he has no desire to be cruel toward living creatures. I believe that by kind treatment, whether to playmate or to animal, the child is developing and strengthening the best part of his nature.

"The educators of this state do not consider the time given to this topic each week as a hardship, but rather as a help, as it awakens interest and keeps up the enthusiasm of the school."

Thomas J. Kirk writes: "It seems to me that great good is accomplished in many ways by Humane Instruction in the Public Schools.

The children are taught to be kind to each other, to consider animals as having rights as well as themselves and to feel that their duty is not done till they relieve the sufferings of people or animals who may be in need of aid. There is no question that the teaching of Humane Education in public schools is of great value to the people of the state."

F. M. McCully, Assistant State Superintendent of Public Instruction of Washington: "The results obtained by humane instruction in this state are such that the requirements for such instruction are uniformly approved. We regard this teaching as very beneficial in its moral effects on children."

M. M. Ramer, State Superintendent of Public Instruction of South Dakota: "Humane Education in this state has had a tendency to create a desire for nature study, not only with the small children, but with those of higher grades. It has tended to increase the birds. The boys who were in the habit of climbing trees and destroying nests, now see a study in the subject. I believe that great good will come of it in many ways. It will make more careful boys and girls as well as better educated men and women."

Virgil H. Durham, former City Superintendent of Oklahoma but now of Indian Territory: "I think the Oklahoma law requiring Humane Instruction, a good one in its moral effect on children, both in rendering them kinder to lower animals and to each other; especially to smaller, weaker, and poorer children. Such instruction is positively helpful as an agency of discipline in cultivating sympathy between pupil and teacher. It stimulates self-control in the pupil and places him somewhat in the position of a protector of the weak. It stimulates altruistic motives. The law does not work any particular hardship either on pupils or teachers."

Hon. Frank A. Hill, former Secretary of the State Board of Education of Massachusetts: "I believe it to be not only the legal duty but the moral duty of every teacher to use his influence in behalf of considerate treatment of animals."

In a circular to teachers he further says: "The genuine student of nature, who finds his themes in the books of God as well as in those of man, cannot well be other than an ardent lover of nature. The tender, humane and reverent spirit of a soul properly attuned to nature is a

conspicuous element in that exalted ideal of character which the schools of this State are enjoined by law to set forth."

W. W. Stetson, State Superintendent of Public Instruction of Maine: "If a teacher is instinctively humane his instruction in kindness to animals helps to make the child a safer as well as a more useful citizen. It tends to fit him to live comfortably and helpfully with his companions."

Nathan C. Schaffer, State Superintendent of Public Instruction of Pennsylvania: "In my judgment, humane instruction makes the children kinder to the animal creation."

A. C. Nelson, State Superintendent of Public Instruction of Utah: "The law in this state requiring humane instruction in the public schools has operated beneficially both to pupil and to teacher."

The Oakland, California, Society, Department of Ethical Culture and Humane Education recently issued a very interesting and valuable report of the year's work.

We take from this report extracts from a few of the large number of cordial letters commending the good work.

Extracts from Letters Received by the Superintendent of the Department and Relating to its purpose and Work

"I wish to assure you of my great interest in all sane and proper efforts for the promotion of humane education among children of the public schools of the United States. Much has been accomplished within the last one hundred years to create in the hearts of men and women a feeling of sympathy for the lower animals, the results of which are already manifest in a higher appreciation of all life and in a finer feeling of men for each other."

P. P. CLAXTON,
Department of the Interior, Commissioner of Education
Bureau of Education,
Washington.

"I am indeed deeply interested in your work of Humane Education. It is something I have been crying for many years. California always takes the lead in progress."

ELLA WHEELER WILCOX.

"I am deeply interested in your Ethical and Humane Education. It is a work of the first importance. Indeed, it is the work of the highest importance for all the ideal interests of civilization."

EDWIN MARKHAM.

"I regard the teaching concerning the kindly treatment of animals and any avoidance of needless pain to be a very important element in the education of the individual as well as in the stability of society. If a child is made to realize that every creature which can feel is akin to him, and that to cause needless suffering is wicked, it goes a long way toward the building of a wholesome character, as well as toward the encouragement of others' development of that frame of mind that makes universal peace a necessity."

DAVID STARR JORDAN,

"Indeed I appreciate very highly the work for humane education that has been done in the past and that will be done in the future. I wish you all success and happiness in prosecuting your work and in going ahead to improve the world in the way you are doing."

EDWARD HYATT,
Superintendent Public Instruction, State of California.

Dr. David Starr Jordan, president of Leland Stanford University, says: "It has been proven beyond question that Humane Education, as inaugurated by Humane Societies, has lessened crime in a remarkable way, thereby saving a large tax to the public, and creating a sentiment and love for brute creatures which extends also to mankind."

Bishop W. X. Ninde says: "Merciful treatment of animals should be taught from the pulpit and inculcated in our Sunday Schools as a most imperative christian duty."

"The cochero who is kind to his horse will be kind to his wife and children, if he is cruel to animals he will be cruel in the home."

—*Arch-Bishop Alcon, Mexico.*

"If children can be made to understand that it is just and noble to be humane, even to what we term inferior animals, it will do much to give them a higher character and tone through life."—*John Bright.*

"In character building, which is our chief business in this world, very much depends upon our treatment of the animals committed to our care."—*Ruskin.*

“Sympathy with animals is so intimately connected with what is good in character that one may confidently affirm—that he who is cruel to them cannot be a good man.”—*Schopenhauer*.

“The man who has most pity is the best man—is the one most disposed to all social virtues, to nobleness of every sort. He who awakens our compassion makes us better and more virtuous.”
—*Lessing*.

“A thousand cases of cruelty can be prevented by kind words and humane education, for every one that can be prevented by prosecution.”
—*Geo. T. Angell*.

“The lack of humane education is the principal cause of crime.”

“Kindness to animals is not a mere sentiment, but a requisite of even a very ordinary education. Nothing in arithmetic or grammar is so important for a child to learn as humaneness.”
—*Journal of Education*.

“On the playground fence a teacher put a cake for the birds, telling her pupils of their usefulness and intelligence, and the wrong of injuring them. Next day her most unruly boy only ate half his lunch and put the other half on the

fence. Kindness is contagious and example is powerful. That fence is now the favorite perch of many birds even when the yard is filled with noisy boys, and the unruly boy has changed for the better. Surely those boys will all be nobler men and better citizens for the tuition of such a teacher.

“While every child should be intellectually educated it is certain that education of the heart is even more essential to the welfare of society and to individual happiness, and children are entitled to both.

“A noted American has said: ‘The spirit of cruelty is the deadliest enemy to a high civilization.’ and Humboldt said ‘Cruelty to animals is a characteristic vice of a vulgar people.’”

—*C. H. Hamlin.*

“My boy,” said a father to his son, “treat everybody with politeness, even those who are rude to you; for remember, that you show courtesy to others, not because *they* are gentlemen, but because *you* are one.”

SUBJECTS FOR COMPOSITION.

The Rights of Animals and the Protection that we should give them.

Transportation of Cattle or Journey from the Western Plains to the Market.

Influence of Humane Education.

Importance of Early Lessons in Kindness.

Some Account of the Humane Work done by Henry Bergh.

Some Account of the Humane Work done by Geo. T. Angell.

Cruelty to Horses: Check-rein, Blinders, Docking.

Various Ways in which the Tight Check-rein affects the Horse.

Lessons learned from *Black Beauty*.

Acts of kindness which I have observed.

The Cruelty of Abandoning Cats when moving from One House to Another.

Good Work done by Frogs and Toads.

The Value of Bird Life, and How Birds Help the Farmer.

How shall we protect the Birds?

What Trees should be planted to attract the Birds to our Farms, and what Wild Fruit Trees would they prefer to the Cultivated Fruit Trees.

Egret Plumes and how they are obtained.

Cruelty of keeping Caged Birds and confining Wild Animals.

The Pleasure of observing closely the Habits of Animals and Birds.

“Cruelty to Horses.” { Check-rein.
Blinders.
Docking.

“Lesson from Black Beauty.”

1. Who was Hotspur?
2. Do you wonder that he ran away?
3. What did Jerry say of him?
4. Why are the Holidays hard for horses?
5. What caused Jerry's illness?
6. Tell us the story.
7. What did Polly's old mistress write?
8. Who bought Beauty?
9. Was the change a pleasant one for him?
10. Tell us of the over-loading.
11. What did the lady say?
12. Tell us of Beauty's next place.

“Acts of kindness which I have observed.”

THE AMERICAN HUMANE ASSOCIATION

National Headquarters: ALBANY, N. Y.

Organized 1877—Incorporated 1903

Dr. William O. Stillman, President, 287 State Street, Albany, N. Y.

Peter G. Gerry, 1st Vice-President, Warwick, R. I.

Frank L. Baldwin, 2nd Vice-President, Youngstown, Ohio.

Robert Tucker, 3rd Vice-President, Portland, Oregon.

Nathaniel J. Walker, Secretary.

Edgar McDonald, Treasurer,

Ex-Pres. Nassau Nat. Bank, Brooklyn, N. Y.

Sydney H. Coleman, Field Secretary.

The American Humane Association is a federation of the anti-cruelty societies of America. It publishes **The National Humane Review** and a large amount of humane literature; aids in organizing new anti-cruelty societies; encourages and supports anti-cruelty legislation, both State and Federal, and acts as a clearing house for humane ideas. Under its auspices the great annual meeting of humanitarians has been held since 1877. The American Red Star Animal Relief was also developed as a department of its work to furnish unlisted and emergency supplies for army animals, also emergency civilian animal relief.

The American Humane Association needs large sums of money to continue its beneficent work. Your assistance is solicited.

Membership Fees in The American Humane Association.

Individuals.

Associate membership	-	-	\$	2.00
Voting membership	-	-	-	5.00
Life membership	-	-	-	100.00
Patron	-	-	-	1,000.00
Benefactor	-	-	-	5,000.00
Founder	-	-	-	25,000.00

Form of bequest will be furnished on application. Endowment is pressing needed to sustain this great work.

Societies.

Voting membership \$10.00 or more.

Societies, members and others, contributing any amount over \$5.00 will be entitled to have copies of **The National Humane Review**, at the rate of one copy for each fifty cents of the total amount, sent for one year to designated addresses.

Date.....

**American Humane Association,
Albany, N. Y.**

Enclosed please find \$.....for the work of
The American Humane Association.

Name.....

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City..... State.....

Please mail to the office of President William O. Stillman, 287 State Street, Albany, New York.

Note—It is understood that membership dues, and annual contributions of \$1.00, or more, include the monthly magazine of the Association, **The National Humane Review**, according to the published schedule of charges of same and is to be applied from this payment accordingly.

The author and publisher heartily approve of the good work of this great institution and insert this advertisement complimentary.

The American Humane Education Society of Boston

publish a large number of excellent books, cards and Band of Mercy supplies. All who are interested should write them for catalogue and description. The following books, we especially recommend.

Don—His Recollections, Willard A. Paul, M.D, 274 pp., illustrated, cloth.....	\$1.25
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The Birds of God, Theron Brown, 318 pp., illustrtrted, cloth.....	1.00
The Lady of the Robins.....	cloth 25c paper .15
Prince Rudolf's Quest, Ida Kenniston, 150 pp., boards	.58
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For Pity's Sake.....	cloth 25c paper .15
The Strike at Shane's.....	cloth 25c paper .15
The Humane Idea, Francis H. Rowley, paper.....	12

Address all orders to

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This and all other advertisements in "*Thoughts on Humane Education*" are inserted by the author and publishers, complimentary, with the hope that this may be the means of bringing to the attention of friends of Humane Education the important work being done by these several institutions.

